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ABSTRACT

The handbook's purpose is to present an overview of the concept of accreditation by contract as proposed by the National Association of Private, Nontraditional Schools and Colleges. A secondary purpose is to identify standards and a range of possible procedures or guidelines that might be used by institutions interested in the development of plans for: (1) improving their educational services; (2) increasing their cost effectiveness; and (3) achieving national accreditation by contract. Four major topics are addressed: (1) eligibility criteria and standards and procedures for institutions seeking membership through correspondent status or preaccreditation status of Candidate for Accreditation with the Commission on Postsecondary Accreditation; (2) the scope and purpose of accreditation by contract; (3) standards for development and approval of the accreditation contract, as divided into three annual stages; and (4) guidelines, examples, and suggestions for report procedures. (Author/MSE)

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COMMISSION ON POSTSECONDARY EDUCATION

H A N D B O O K

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U.S. DEPARTMENT OF HEALTH,
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1977 Revision

COMMISSION ON POSTSECONDARY EDUCATION
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THE MEANING OF ACCREDITATION

The United States has no Federal ministry of education or other centralized authority exercising single national control over educational institutions in this country. The states assume various degrees of control over education, but, in general, postsecondary educational institutions are permitted to operate with considerable independence and autonomy. As a consequence, American educational institutions vary widely in the character and quality of their programs.

In an attempt to insure a basic level of quality, the practice of voluntary accreditation arose in the United States as a means of conducting nongovernmental, peer evaluation of educational institutions and programs. Private, nonprofit educational associations of national or regional scope have adopted criteria reflecting the qualities of various types of sound educational programs and have developed procedures for evaluating institutions or programs to determine whether or not they are operating at basic levels of quality.

Voluntary accreditation is a process unique in the United States and is a means for institutions to set the characteristics, the standards, and the manner in which institutions of various classifications seeking and holding membership in a given agency or association are judged.

Types of Accreditation

There are two basic types of educational accreditation, one identified as "specialized", or "programmatic" and one referred to as "institutional".

Specialized accreditation normally applies to evaluation of programs, departments or schools which usually are parts of a total collegiate or other postsecondary institution. The unit accredited may be as large as a college or school within a university or as small as a curriculum within a single discipline. Most of the specialized accrediting agencies review units within a postsecondary institution which is accredited by an institutional accrediting commission or association. However, certain of the specialized accrediting agencies do accredit professional schools and other specialized or vocational, or other postsecondary institutions which are free-standing in their operations. Thus, a "specialized" or "programmatic" accrediting agency may also function in the capacity of an "institutional" accrediting

agency. In addition, a number of specialized accrediting agencies accredit educational programs within non-educational settings, such as hospitals.

Institutional accreditation normally applies to an entire institution, indicating that each of its parts is contributing to the achievement of an institution's objectives, although not necessarily all on the same level of quality. The various commissions of the regional accrediting associations and some national accrediting agencies or associations, including the Commission on Postsecondary Education of the National Association of Private, Nontraditional Schools and Colleges, perform institutional accreditation functions.

The procedures used by institutional and specialized accrediting agencies are similar, and the evaluations made and the accrediting decisions rendered are considered to be equally valid, but not necessarily synonymous. Accreditation, for example, does not provide automatic acceptance by an institution of credit earned in another institution, nor does it give assurance of acceptance of graduates by employers. Acceptance of students or graduates is always the prerogative of the receiving institution or employer. For these reasons, besides ascertaining the accredited status of an institution or program, students should take additional steps to determine, prior to enrollment, whether or not their educational goals will be met through credits or degrees awarded by a particular institution. These steps should include inquiries to institutions to which transfer might be desired or to prospective employers, and if possible, a personal inspection of or visit to the institution in which enrollment is contemplated.

Functions of Accreditation

The most generally accepted functions of accreditation include, but are not necessarily limited to the following:

1. Certifying that an institution has met established procedures;
2. Assisting prospective students in identifying acceptable institutions;
3. Assisting institutions in determining the acceptability of transfer credits;
4. Helping to identify institutions and programs for the investment of public and private funds;
5. Protecting an institution against harmful internal and external pressures;

6. Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
7. Involving the various segments of the constituency comprehensively in institutional planning and evaluation;
8. Establishing criteria for professional certification, licensure, and for upgrading courses and programs offering such preparation; and
9. Providing one of several considerations used as a basis for determining eligibility for Federal assistance.

The Accrediting Procedure

Accrediting usually involves five basic steps:

1. Standards: The accrediting agency or association, in collaboration with educational institutions, establishes standards.
2. Self-Study: The institution or program seeking accreditation prepares a self-evaluation study that measures its performance against the standards established by the accrediting agency.
3. On-Site Evaluation: An experienced and knowledgeable team of evaluators selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.
4. Publication: Upon being satisfied that the applicant meets its standards, the accrediting agency lists the institution or program in an official publication with other similarly accredited institutions or programs.
5. Reevaluation: The accrediting agency periodically reevaluates the institutions or programs that it lists to ascertain that continuation of the accredited status is warranted.

THE MEANING OF NONTRADITIONAL

The term "nontraditional institution" as it applies to the scope of the National Association of Private, Nontraditional Schools and Colleges and as used in various documents published by the Association and the Commission on Postsecondary Education is defined as an institution of higher education in which the major portion of the academic requirements are met essentially outside the normal framework of resident campus instruction.

"Despite the absence of a completely suitable, all-inclusive definition of the term nontraditional, most educators and researchers in this broad area agree that nontraditional study is more of an attitude than a system and thus can never be defined except tangentially. This attitude puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space, and even course requirements and sequences in favor of competence and, where applicable, performance. It has concern for the learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, or occasional study.

Some may object to this definition by attitude on the grounds that this concerned attitude has always existed in all of today's institutions. Others may say it implies a denigration of our traditional practices. Virtually all colleges and universities have changed greatly in the past two decades, and some people naturally believe that the pace of change is already far too swift in education, many times to its detriment. These objections point up the difficulty of drawing clear lines between traditional and non-traditional. There need not and should not be a quarrel between the two.

This conclusion takes us to the heart of the question: Must nontraditionalists advocate the elimination of traditional institutions to make way for new ones? The answer is an unqualified no. To propose certain reforms and urge swift broadening of educational opportunity is not to break completely with the past but rather to rectify its weaknesses by building on its earlier and present successes."¹

1. Commission on Non-Traditional Studies, Samuel B. Gould, Chairman, Diversity By Design. (Josey-Bass, 1973) p. xv

Consequently, for the protection of the public interest, it is mandatory that accrediting procedures established for evaluating institutions concentrating their efforts in these new, alternate approaches--including the external degree--be based upon appropriate present realities in terms of basic minimum standards and which in addition, place a stronger than usual emphasis on institutional performance measured against the institution's objectives, its broad educational goals, and the stated instructional objectives of its offerings.

Institutions falling within this broad definition of nontraditional are those which by the nature of their procedures, organizational structure, and programs have abandoned or rendered non-functional traditional criteria and mechanisms of review and control utilized by other recognized institutional accrediting agencies and associations.

PREFACE

PURPOSE

The purpose of this publication is to present an overview of the concept of accreditation by contract as proposed by the National Association of Private, Nontraditional Schools and Colleges. A secondary purpose of the monograph is to identify standards and a range of possible procedures or guidelines which might be utilized by institutions interested in the development of plans for (1) improving their educational services, (2) increasing their cost-effectiveness, and (3) achieving national accreditation by contract.

ORGANIZATION

The monograph is divided into four major sections. The First Section contains the eligibility criteria and standards and procedures for institutions seeking membership through Correspondent status or the preaccreditation status of Candidate for Accreditation with the Commission on Postsecondary Education of the National Association of Private, Nontraditional Schools and Colleges.

The Second Section identifies the scope and purpose of accreditation by contract with orientation as to what is meant by contractual accreditation and what can be accomplished through it.

Section three contains the standards for development and approval of the accreditation contract as divided into three annual stages.

Whenever appropriate, charts and diagrams are utilized to highlight the basic concepts of this overview monograph. Rather than presenting exhaustive inventories of feasible procedures, an attempt has been made to offer suggested approaches to reinforce the concept that limitless alternative solutions to institutional problems exist. The guidelines, examples and report procedures suggested in Section Four are for the purpose of guiding and stimulating thought and should be revised or new procedures developed to meet individual circumstances as the user sees fit.

Alternative institutions of higher learning both in the United States and abroad, despite wide variation in patterns, tend to fall within three general classifications or three bases for the awarding of degrees:

- (1) The certifying institution which assesses, by examination and other forms of evaluation, the accomplishment of the student and takes no responsibility for his instruction;
- (2) The certifying institution which approves the work of other institutions and awards degrees on the basis of the completion of that work, sometimes setting further requirements which must be satisfactorily accomplished before doing so; and
- (3) The certifying institution which provides its own instruction through the utilization of a variety of flexible time/space learning approaches and undertakes to evaluate the learning outcomes in terms of some acceptable, pre-established, quality standards.

A fourth classification might consist of those institutions having characteristics common to both classifications 2 and 3 above.

The chief target of traditionalists' concern in regard to the awarding of external degrees by certifying institutions and programs centers on the absence of a residency requirement. Based upon the success and performance of holders of British external degrees, from the humblest to the most exalted, and the success of numerous external degree programs at the associate, the baccalaureate, and the master's levels in the United States, viewed with caution and against the long, rich history of the University of London and its various American counterparts, it seems reasonable to offer to Americans a degree wholly by examination. To be sure, the ultimate test lies in the capacity of the examination and other evaluative procedures, criteria, standards and materials employed to properly evaluate educational accomplishment. As expertise of such institutions grows and the range of measuring instruments --practical as well as theoretical--becomes broader, there seems no valid reason why a person wishing such a degree should not be able to test his or her capacity solely by examination.

By the same token, institutions desiring to enter into non-instructional degree-granting programs by assessment must be prepared to deal with the many problems and institutional issues which will obviously surface including but by no means limited to the following:

- (1) What is the essential meaning of the degree or degrees to be designed?
- (2) How compatible with customary academic procedures should the degree or degrees by assessment be? Should such degree requirements be stated in terms of credits, honor points, recognized majors and minors, established patterns of specialization and distribution, grades, residence requirements, and other characteristics of American academic life in the last hundred years? Or should the newer degrees ignore standard arrangements and start afresh?
- (3) How will the requirements for various level degrees be established and distinguished? How will the requirements for a master's degree differ from the requirements of a baccalaureate; and what knowledges, skills, and competencies should the doctoral degree candidate possess that would not be required or expected at the master's level? How are such differences in capacity determined? Who will be responsible for making these determinations and what qualifications do such decision makers possess to enable them to make such determinations?
- (4) How is the program financed? At what costs and how are costs derived? How are costs charged to students and on what basis? What students and what numbers

of students are to be served? What facilities?
What faculty? What work load? What type of faculty
compensation, etc.?

The suggestions offered in this booklet for the development of an accreditation contract through the planning, implementation, and evaluation of an instructional improvement program would obviously be of benefit only to instructional institutions.

Those institutions which choose to be known and evaluated as certifying institutions should be prepared to design, develop, implement, and continuously evaluate the effectiveness of a degree assessment plan which will assure and maintain an adequate level of quality control for each degree offered. The award of a given degree by assessment should certify that the knowledges, skills, competencies, and prognosis for success are at least comparable to those of students who have gone through more conventional channels to obtain the same degree.

The planners of assessment degrees are caught in a real dilemma. On one hand, they must be creative in rethinking the ends and means of a college education and in designing wholly new programs. If they move too far in this direction, however, they may isolate their students from the mainstream of past and present education. Can academic credit already earned be used in the assessment program, and if students of the assessment program want to convert later to other programs,

will they have difficulty securing recognition for what they have learned? On the other hand, if the planners of a new degree program rigorously follow current patterns of internal or conventional requirements so that credit can be easily converted, the advantages of innovation and creativity in both ends and means may be lost; students may wind up with routines established for other kinds of students in other places.

Such matters ultimately rest on the situation faced by each individual institution and must be considered in terms of the institution's objectives, its clientele, and its resources and must be evaluated in terms of (1) its measured performance in carrying out its objectives, and (2) how the capacity of students certified by assessment compares with that of students certified by conventional means, and (3) the extent to which the institution's degree objectives are deemed realistic by outside agencies, associations, other institutions and employers.

SECTION 1

PROGRAM FOR INSTITUTIONS OF HIGHER EDUCATION SEEKING MEMBERSHIP IN THE NATIONAL ASSOCIATION OF PRIVATE, NONTRADITIONAL SCHOOLS & COLLEGES AS PROVIDED BY THE COMMISSION ON POSTSECONDARY EDUCATION

Accredited or non-accredited, private, nontraditional or alternative colleges, universities, or other private, non-traditional degree granting, postsecondary educational institutions, desirous of an accreditation affiliation based upon an evaluation of the institution's measurable outcomes may apply for membership through Correspondent status or membership with the preaccreditation status of Candidate for Accreditation with the National Association of Private, Non-traditional Schools and Colleges if they meet the eligibility standards for the following nine (IX) criteria:

- I. FORMAL GOVERNMENTAL AUTHORITY
- II. GOVERNING BOARD
- III. CHIEF ADMINISTRATIVE OFFICER
- IV. EDUCATIONAL PROGRAMS
- V. GENERAL EDUCATION REQUIREMENTS
- VI. ADMISSION POLICIES
- VII. BASIC PLAN FOR DEVELOPMENT
- VIII. ADEQUATE FINANCIAL BASE AND FISCAL POLICY
- IX. LETTER OF INTENT

ELIGIBILITY CRITERIA AND STANDARDS

The specific eligibility standards within each of the nine (IX) listed criteria upon which the institution and its application documents will be evaluated are outlined below:

I. FORMAL GOVERNMENTAL AUTHORITY

- A. A charter, corporation certificate or other comparable document, issued by the appropriate governmental agency, which authorizes the applying institution as a private (nonprofit or proprietary) entity to develop and conduct educational programs and to award degrees, must be made available for examination.
- B. The document of authority must be current in terms of dates of issue and expiration.
- C. All activities developed, conducted and sponsored by the applying institution must be in compliance with the provisions and limitations of the documented governmental authority.

II. Governing Board

- A. A board of trustees which includes representation reflecting the interest of the institution's constituency must be currently established.
- B. Terms of office for each trustee's appointment must be arranged to provide continuity.
- C. Administrative structure of the governing board should facilitate an efficient policy making function.

- D. Trustees are to be listed prominently in the applying institutions public documents such as catalogs or bulletins together with each of their affiliations.

III. CHIEF ADMINISTRATIVE OFFICER

- A. The institution must have employed a chief administrative officer whose academic and professional qualifications are commensurate to the duties and responsibilities of the position.
- B. The chief administrator should be fully cognizant of the institution's mission, philosophy and needs so as to deal effectively in these matters.
- C. Honesty and a history of professional integrity are essential qualities in the makeup of the chief administrator for the leadership required for a viable, alternative college or university.

IV. EDUCATIONAL PROGRAMS

- A. The institution must offer, or have adequate plans to offer, one or more appropriately structured and guided educational programs leading to the awarding of a degree, of at least one academic year in length. The required interpretation of one academic year includes nine (9) calendar months of continuous enrollment or a collective total of discontinuous enrollments which equate to a chronological sum of one (1) academic year (nine months). This requirement is deemed essential

to instate the institution as the responsible certifying agent awarding the degree in its (the institution's) own name with sufficient institutional program input to warrant the awarding of the degree.

It should also be understood that the one (1) academic year equivalent requirement applies only to the final year of graduate study toward a Bachelor's, Master's or Doctor's degree and cannot be interpreted to suffice as a total enrollment requirement for a degree. This standard should further be interpreted to mean that no degree program requiring less than a last academic year at the institution will be offered.

B. The institution as a private (nonprofit or proprietary) entity, will exemplify alternative, nontraditional, innovative education at the postsecondary level as evidenced by a significant combination of qualities such as:

1. Verification of demonstrable learning outcomes as well as concern for the pathways and credit accumulated.
2. Provision for challenging of specific required competencies by examination.
3. Evaluation and recognition of experiential learning.
4. Use of available human, material and academic resources regardless of their location. Adherence to this philosophy will likely result in diverse geographical sites of institutional operation.

flexible time frames and/or teaching-learning strategies not requiring confinement to a central "campus" in the conventional sense.

5. Use of study in residence only to the extent that offerings demand specific facilities and/or essential group interaction.
6. Extensive use of independent study and research.
7. Certification of learning outcomes through demonstration and/or structured, criterion referenced examination.
8. Accommodation of learning-teaching strategies and materials in accordance with individual teacher-learner differences, abilities or disabilities which otherwise would pose barriers to learning such as:
 - a. language (accent) differences
 - b. disparate age groupings
 - c. cultural differences
 - d. physical disabilities
 - e. widely varying mental abilities or aptitudes
 - f. learner alienation from or disenchantment with established processes and strategies.
9. Development of teaching-learning curricula and the design of academic and/or professional-technical degree programs in new emerging disciplines for which there are established rationale and needs and which are generally not provided by traditional postsecondary schools.

10. The nature of the applying institution as characterized by a combination of qualities such as the above will be such that it cannot be adequately assessed by the criteria as used by other recognized, institutional, accrediting associations. By the same token an applying institution which, by the nature of its program, renders non-functional the traditional criteria and mechanism of review, control and improvement aimed at assuring quality, must accept responsibility for answering to alternative ways in which quality will be accounted for and assured.

Each member institution and the Association shall bear the mutual responsibility of insuring that no practice is entered into and no essential function is omitted which would ^{depreciate} ~~depricate~~ the value or detract from the integrity of what the institution's degrees and similarly identified degrees are held to represent to society and to the academic and professional-technical communities at large.

- C. The institution will provide evidence of adequate planning, preparation and implementation of a significant combination of educational modes from the list above (1 through 9) as represented in the form of its program structure and by the students it serves. Carefully prepared statements and other evidences are to contain the elements as listed in the outline below:

1. A narrative description of the mission of the institution including the educational philosophy of the institution with particular reference to unique qualities and practices that will influence its enrollment forecasts should be given.
2. To further amplify this statement the institution should provide a description of what a student may expect to accomplish while attending the institution. The results of polls to assess the students view of his or her educational experience during or after enrollment, may be presented here.
3. An explanation of the specific and most notable ways in which the institution differs from other institutions offering comparable academic attainments should be given.
4. A profile of students actually admitted or of students anticipated as based on carefully researched projection should include the following characteristics:
 - a. Age groups - present a distribution of age groupings for each academic area and degree level offered.
 - b. Income - present a distribution of estimated income levels of undergraduate and graduate students served.
 - c. Geographic Origin - present a distribution of the geographic origin of undergraduate and

graduate students served delineating the proportion attracted locally, state-wide, nationally and internationally.

- d. Prior Academic Achievement - Present distributions of the CEEB, ACT, GED or CLEP scores of entering undergraduate (if applicable) and the GRE or other advanced degree level entrance exam scores (if required) for entering graduate students. Also present a profile of prior academic degrees earned showing the awarding institution and the academic areas represented.

- 5. Available Resources must be assured and may be presented for programs offered as a classification of the administrative staff required and the number and kinds of faculty deemed essential at undergraduate and graduate levels and in the capacities of full time, part time, adjunct or external professor-advisors. The adequacy of available libraries, instructional material centers and all other community learning resource centers for the programs offered, must be established and should be described.

- a. Faculty resource qualifications shall be characterized in the following manner:

- (1) percentage of the faculty holding earned doctorates and the percentage holding other advanced degrees.
- (2) average amount of graduate study completed by the faculty as a whole and the quality

- of the graduate institutions represented.
- (3) extent to which faculty members are teaching in areas in which they have received advanced training.
 - (4) the kinds of work experience the faculty members have had in developing special competencies.
 - (5) the evidences of scholarly and professional attainment.
 - (6) the extent of faculty attendance at and participation in meetings and other functions of learned and professional societies.
 - (7) the extent and manner in which the institution may recruit faculty members from amongst its own graduates or otherwise involve them in the teaching-learning process.
 - (8) demonstrations of competence and enthusiasm in the teaching-learning processes that are observable.
- b. The institution shall employ adequate full time faculty to make possible the required development of academic programs and to insure the institution's quality control of academic programs which might otherwise be relinquished to the adjunct, tutorial or other external faculty members who may be employed by the institution.

- c. The physical resources (if required), such as building, classrooms, laboratories and equipment shall be described and evaluated in accordance with the nature and requirements of the institution's educational programs.
- d. Library resources and other instructional material resources shall be characterized in the following manner:
 - (1) the extent to which the available library collection(s) and other instructional materials reflect the needs of the institution as defined by its purposes and mission.
 - (2) Designation of the intended usage by faculty and/or students.
 - (3) Distribution of library holdings among the subject fields and the needs of the programs offered by the institution.
 - (4) Description of the procedures used to maintain a substantial and continuing infusion of new books, periodicals and other instructive resources in each field.
 - (5) availability of a photocopying or other duplicating service.
 - (6) the relation of the institution's available library resources to other libraries in the area as well as to national and international

library retrieval systems such as inter-library-loan and E.R.I.C.

- (7) a documented, updated history of library resource expenditures by academic divisions or departments as a reflection of adequacy of support for the library.
 - (8) adequate professional training of the librarian in the field of library science with clerical assistance as needed.
 - (9) designation of the librarian as a faculty member with an effective working relationship with other faculty members.
- 6. The institution must demonstrate and announce in its public documents that it is non-discriminatory in its employment practices.
 - 7. An equitable policy for transfer of prior academic attainments such as course credit and/or experiential credit should be described. Such transferred credit should be relevant to and commensurate with that which would be required in the specific degree programs offered by the institution.
 - 8. The specific degree programs offered by the institution must be listed in the catalog, each with its own outline of required courses, areas of competency, independent studies, demonstrations, examinations, writings or other such learning-assessing activities and outcomes.
 - 9. The academic program structure for the institution may be reflected as a profile with the following

column headings: Academic #, Name of Academic Area, Levels of Degrees Awarded, No. of Programs Registered with a State or Other Government Agency, No. of Degrees Awarded in (year) (Undergraduate) (Graduate). Academic Program structure may be represented in some other way than the above to report comparable information about the institution.

V. GENERAL EDUCATION REQUIREMENTS

A. The basic academic skills associated with General Education requirements and which are prerequisite for success in postsecondary level programs must be assessed or provided for by the applying institution.

1. Evidence must be provided to show that the institution ascertains prior achievement of basic skills of incoming students.
2. It is expected that deficiencies in General Education are to be rectified by the institution through prescribed learning experiences.

B. Evidence of the General Education requirement, assessment and/or provision is appropriately presented in the institution's printed catalog or bulletin.

VI. ADMISSION POLICIES

A. A clearly stated set of conditions and requirements pertaining to registration in the institution and enrollment in specific educational programs should be provided in the institution's chief information and promotional document such as the catalog or bulletin.

- B. If the admission policy is open or is restricted with regard to certain matters such as cumulative GPA, degrees or credits previously earned by the student, entrance or other standardized examination scores, language requirement or specified experience, each of these conditions must be clearly explained with the rationale given in the catalog.
- C. The institution must demonstrate and announce in its public documents that it is nondiscriminatory in its admission practices.
- D. Withdrawal conditions and procedures should be clearly outlined in the catalog.
- E. Consistency of student application-registration forms with catalog statements regarding admission policy is essential.
- F. Compatibility of Admission Policies with the stated mission, goals and objectives of the institution must be evident in the published catalog or bulletin.

VII. BASIC PLAN FOR DEVELOPMENT OF THE INSTITUTION

- A. A well conceived plan for improving institutional structure and educational effectiveness is required of the applying institution as a whole.
- B. Development of each aspect of the institution must be considered and determined for anticipated, needed change or growth on a basis of five (5) year projections (see Planning Document Format - page 39).

VIII. ADEQUATE FINANCIAL BASE AND FISCAL POLICY

- A. The applying institution must provide evidence of its financial ability to meet its objectives and to continue in its mission as a viable alternative institution.

Such evidences should include:

1. A listing of funding commitments such as grants, regular donations, alumni developmental foundations, building fund, tuitions, fees or other such sources of income. Include in the Planning Document.
2. The institution's most recent audited financial statement. Include in the Planning Document.

- B. The institution's fiscal policies are to be evidenced by:

1. A tuition fee schedule as based upon units of credit, the registration period, degree programs or combinations of the foregoing as needed. Include in the Catalog-Bulletin.
2. A fee collection policy to give reasonable assurance of operating cash flow commensurate with the continued rendering of educational services. Include in the Catalog-Bulletin.
3. An equitable student tuition refund policy that is both practiced by the institution and included with the tuition fee schedule in the Catalog-Bulletin.
4. A salary schedule including provision for all administrative, instructional and clerical staff members. This schedule should also include established com-

pensations for such adjunct personnel as consultants, external advisor-professors, tutors and other such human resources as may be required by the alternative nature of the institution. Such compensation plans should guard against possible conflict of interest. Include in the Planning Document.

IX. LETTER OF INTENT

- A. Formal authorized acknowledgement is required from the governing body of the institution, through the chief administrative officer in the form of a letter of intent, to the Executive Director of the Commission on Postsecondary Education, National Association of Private, Non-traditional Schools and Colleges.
- B. The letter of intent must indicate the institution's interest and desire to enter into the development and planning activities leading to accreditation by contract with the Association.
- C. The acknowledgement of intent should be made with full awareness of the requirements of the eligibility standards as well as the standards of accreditation by contract as outlined in the Association's "Handbook On Accreditation".

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CORRESPONDENT STATUS

Designed as an optional approach in voluntary accreditation, "Correspondent Status" offers nontraditional educational institutions an opportunity to establish a preliminary, formal, and publicly recognized relationship with the National Association of Private, Nontraditional Schools and Colleges. This approach is provided for new, developing institutions prior to their having been in continuous operation for a sufficient period of time to become eligible to apply for the status of "Candidate for Accreditation". The "Correspondent Status" classification is specifically designed for those educational institutions which may or may not be fully operative but which have been in continuous operation less than two calendar years immediately prior to the filing of application documents. In either case, inoperative or fully operative, the institution must provide evidence of sound educational planning, the necessary resources to implement those plans in terms of the Commission's standards and appear to have the potential for implementation of the Association's educational improvement process leading to accreditation by contract with the Association.

Provisions and Limitations of Correspondent Status

All eligibility criteria apply to the institution making application for Correspondent status but it shall be understood that the institution's application documents and operational procedures may be in variously formative, developmental stages.

All application procedures are equally in effect for both Correspondent and Candidate status including preparation and

submission of application documents as well as the preparation for and performance of an on-site evaluation.

Provision of Correspondent status is intended for guidance of new institutions in the continued, thorough development of application documents and beginning phases of operation to prepare them for eventual consideration for Candidate status.

It shall be understood that Correspondent status is a possible affiliation with the Association which, if granted, is membership that is preliminary to, and not included as, a preaccreditation status.

Institutions in Correspondent status will not be eligible for Federal funding for student financial aid programs when the Association is recognized by the U. S. Office of Education.

Institutions in Correspondent status may be represented on the recommending and/or governing bodies of the Association as provided in the By-Laws of the Association and the Commission on Postsecondary Education.

An institution which has been in continuous operation for two (2) or more years immediately prior to submission of its application may elect to apply for Correspondent status if it is felt by the institution that its degree of development is not sufficient to warrant the granting of Candidate for Accreditation status. The governing body of such an institution may deem it advisable to seek the consultation and guidance that Correspondent status will provide, or the Association may make this recommendation.

Correspondent status is a status of affiliation with the Association which indicates that an institution is progressing toward but is not assured of Candidate for Accreditation status.

An institution which has previously been granted Correspondent status may request to be advanced to the status of Candidate for Accreditation after it has been in continuous operation during a minimum of two calendar years. All such requests for advancement in status shall, however, be reviewed in terms of the institution's progress toward the fulfillment of its standards and requirements of the Commission.

An institution that is granted Correspondent status may remain in that status no longer than two years from the date that Correspondent status was granted. During this two-year period, the institution shall demonstrate sufficient readiness to begin the development of its contractual agreement with the National Association of Private, Nontraditional Schools and Colleges to warrant advancement to the status of Candidate for Accreditation.

In the event that sufficient progress has not been demonstrated by the institution to warrant such an advancement in status, the institution shall be placed on probation for a period not to exceed one calendar year. In the event that sufficient progress to warrant advancement in status has not been made by the institution during such probationary period, the institution shall be dropped from the membership of the Association. Any institution so dropped from the membership of the Association shall be eligible to reapply after two years from the date of such an adverse accrediting action.

CANDIDATE STATUS

An educational institution which fully meets the eligibility criteria and standards for membership and which has been in continuous operation during a minimum of two full calendar years immediately prior to the filing of application documents may apply initially for Candidate for Accreditation status, thus by-passing Correspondent status.

Candidate for Accreditation status is designed as an approach to voluntary accreditation which offers private, accredited or non-accredited, nontraditional, degree-granting postsecondary institutions which meet the Association's stated eligibility criteria and standards, the opportunity to establish a formal, publicly recognized relationship with the National Association of Private, Nontraditional Schools and Colleges. Candidate for Accreditation is a preaccreditation status which indicates that the institution has been in continuous operation no less than two calendar years and that it is progressing toward but is not assured of accreditation.

An institution that is granted the status of Candidate for Accreditation may remain in that status for a period not to exceed eight years, including a regular five-year period; a maximum of two one-year extensions, subject to approval of the Association; and a one-year period of probation.

During the initial five-year period, but in no case within less than three years, the institution should demonstrate sufficient progress toward accreditation through the fulfillment of its contractual agreement with the National Association of Private, Nontraditional Schools and Colleges to warrant advancement to fully accredited status.

In the event that the institution, in the opinion of the Association, has shown good faith in its efforts toward fulfillment of the terms of its contractual agreement with the Association but has not shown sufficient progress to warrant advancement, the Association, upon reviewing the institution's request for an extension of time, its progress, and the circumstances warranting such a request may extend the term by no more than one calendar year. In no case, however, will a request for more than two such consecutive one-year extensions be considered by the Association from the same institution.

In the event that the institution has not demonstrated a satisfactory progress to warrant its advancement to fully accredited status during the initial five-year period or during an approved extension of time as explained above, the institution shall be placed on a one-year period of probation and shall then be dropped from the membership of the Association unless, upon review at the end of such probationary period, it is determined by the Association that the progress of the institution warrants advancement to fully accredited status.

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An institution may be dropped from the membership when it fails to file required written reports or does not permit re-evaluation after due notice.

Any institution dropped from the membership of the Association after having been granted the status of Candidate for Accreditation must wait a minimum of two years before reapplying. After the two year waiting period the institution may apply for membership on the same basis as an institution applying initially.

An institution that is granted Correspondent status or the status of Candidate for Accreditation will be listed in the National Association of Private, Nontraditional Schools and Colleges' published Listing of Member Institutions together with the status of affiliation and the date of its next scheduled review. This list is published annually for broad distribution (see Appendix - Page 115).

THE APPLICATION DOCUMENTS

Subject to the eligibility standards previously stated, the institution may submit an application for either Correspondent status or the status of Candidate for Accreditation, whichever is applicable, to the Office of the Executive Director of the Commission on Postsecondary Education. The following documents constitute the application: (see also Section 4 - page 62)

1. Twenty copies of the Correspondent or Candidate for Accreditation Planning Document compiled in accordance .

- with the instructions provided. (Five additional copies of the Document should be held at the institution for later mailing to a review committee of the Association.)
2. Twenty-five copies of the institution's catalog if such is applicable and available.
 3. A "letter of intent" stating that the institution plans to seek "Accreditation by Contract" with all deliberate speed. This "letter of intent" should indicate that the board of control of the institution and its chief administrative officer have authorized the institution's application for the appropriate preaccreditation status.
 4. Articles of Incorporation and Charter.

The application documents shall be submitted to the office of the Executive Director of the Commission on Postsecondary Education no less than thirty (30) days prior to the date(s) established for the on-site visit.

ALTERNATE APPLICATION PROCEDURES

For institutions which have been in full continuous operation for a period of five years or more and which desire to apply for full accreditation status with the NAPNSC, an alternate application process is provided. If such an institution elects to by-pass preaccreditation status and submit an application for full accreditation, in effect, foregoing the minimum five (5) year preparation period, it may do so in the following manner and with full understanding of the contingencies and possible consequences as explained below:

1. Submit item 4 and twenty-five copies of item 2 of the application documents.
2. Submit item 3 and twenty-five copies of item 1 of the application documents and notify the commission when the institution is prepared to be evaluated as to the actual implementation of each element in the planning document and validation of each standard of the accreditation contract document.

Failure to implement the elements of the planning document and/or to meet each conditional element of the accreditation contract document by the appointed evaluation time will result in the institution's relationship being established at Candidate for Accreditation status, provided all eligibility criteria and standards for that status are met.

PREPARATION FOR THE INITIAL ON-SITE VISIT

Following the filing and acceptance of a completed application, a team of qualified evaluators will be appointed by the Commission to make an on-site visit to the institution.

The Visiting Team

The evaluation team for the initial on-site visit is appointed by the Commission and shall consist of no less than three (3) qualified members who are trained in the application of standards, procedures and criteria in an appropriate manner. The chairperson of the visiting team shall in all cases be a representative of a member institution or may be a member of the Board of Trustees of the Association. The team shall include at least

one person who is not a member of the policy or decision-making body of the Commission or the Association. The curricular nature of the institution may require that one or more team members having the necessary expertise be obtained from outside the Association. The institution may recommend such persons from which the Commission may appoint one (1) provided that person has no prior or present association with the institution.

The chairperson of the team sets the dates for the visit in consultation with the institution and the other members of the team. The chairperson also arranges hotel accommodations for the members of the team. He may do this through the institution or directly after he has ascertained the travel plans of the other team members.

The chairperson of the evaluation team normally sets a tentative schedule for the team in advance of the visit. The chief administrative officer of the institution will be informed of the desired schedule and will be asked to make the appropriate arrangements. The chairperson should also make provisions to visit with the staff of the appropriate state coordinating agency.

Prior to the first day of the visit, usually the evening before, the team will meet to discuss plans for the evaluation; that is, how they wish to divide the work, whom and what they especially wish to see, and what initial questions they wish to raise. In this initial session the on-site visit is planned so as to address the nine (IX) eligibility standards first hand as they relate to the institution's development. The most thorough

and efficient use of time possible is essential to accomplish this purpose of the visit.

When the team arrives at the institution, it usually will meet with the chief administrative officer and his staff to set the stage for the visit and to discuss the program of the institution. The team members will probably wish to begin their interviews with individual administrative officers and faculty members. They will ordinarily arrange for conferences with, among others, the director of learning resources or library services, the chief student personnel officer, department heads, division chairmen, etc., chief fiscal officer, a representative group of faculty members and students, and representatives of the board of control. It is recognized that, for many newly established institutions, a full complement of faculty and administrative staff may not have been appointed. Before leaving the institution, the team will meet with the chief administrative officer and his staff to report its findings and to check the accuracy of facts and judgments.

ASSURANCE AND CONTROL OF VALIDITY AND RELIABILITY

Because of the potential for unlimited diversity of modes of administration, geographical location, housing, delivery, instruction, learning, verification and assessment in private, nontraditional institutions, the possibilities for error, inefficiency and indefensible practices are increased many-fold. On the other hand, this same diversity makes possible

many advantages by way of increased educational opportunity for many who cannot be served without it. However, it must be remembered that diverse approaches to education which include such modes as independent study and preparation for challenge examinations and the many logistical and philosophical assumptions of the external degree concept are more intellectually demanding of the learner--not less, and require more maturity and self discipline of the learner--not less, than in the traditional modes of formal education. By the same token these nontraditional practices are more demanding of the ingenuity and integrity of the designers and developers of private, non-traditional institutions--not less. Due to the wide range of abilities and motives of the founders of institutions which may attempt to provide a nontraditional mode of education as well as a similar wide range in individual learners who may attempt to achieve educational goals through nontraditional means, systematic mechanisms and practices for assuring and controlling validity and reliability are essential to an unusual degree. The Association must be reasonably certain that the educational opportunities provided by member institutions are in fact what they are purported to be and that the mechanisms for ascertainment of the validity of learning opportunities are consistent from the evaluation of one institution to the evaluation of the next.

The procedures and mechanisms for assuring and controlling validity and reliability as outlined here are merely the be-

ginnings of a self-monitoring system inherent in the concept of accreditation which must be continually reviewed and strengthened as it is implemented.

Through both inservice training of assigned visiting team members while in preparation for and during on-site evaluations and in formal workshops conducted as components of the annual meeting, the Association's eligibility criteria and standards and evaluating team members' duties shall be continually reviewed and revised to effect increased validity and reliability.

Visiting Team Member Duties

Visiting team member duties shall include the following as beginning base functions:

- A. Thorough examination and understanding of the Handbook on Accreditation as prepared by the Commission on Postsecondary Education for the National Association of Private, Nontraditional Schools and Colleges including:
 1. all of the Association's eligibility criteria and standards.
 2. all guidelines and procedures for institutions making application for Correspondent status as well as Candidate for Accreditation status.
 3. elements, standards and procedures required for the development of an institution's Accreditation Contract Document.
- B. Thorough examination and understanding of:

1. the institution's complete application documents preliminary to the visit with particular attention to the specific aspect of that institution for which he or she has been obtained to examine as a team member.
2. the institution's facilities and instructional and/or examination materials.
3. the institution's advisement and/or instructional procedures.
4. the institution's degree program structure and requirements.
5. the institution's total array of assessment procedures.
6. the institution's record keeping procedures.
7. the institution's admissions policy and procedures.
8. the institution's policy and procedure with regard to student follow-up study and the response to student record requests.
9. the institution's provision of student services.
10. the institution's fiscal policy, procedures and overall financial condition.

C. Effective interview of:

1. governing board members,
2. administrative staff members,
3. clerical staff members,
4. instructional/advisory/counseling staff members,
5. students,
6. the fiscal officer.

- D. An accurate and detailed recording of facts and figures pertinent to the specific assignment given to the visiting team member.
- E. Systematic monitoring and self-assessment of the team member's entire evaluating experience in this (given) on-site visitation through the completion of an instrument calling for an external/internal comparison of other known institutional evaluations in the team member's own experience with the given institution on each of the nine (IX) eligibility criteria and the standards within. This instrument is to be developed specifically for use by the National Association of Private, Nontraditional Schools and Colleges (NAPNSC) to assess validity and reliability of its accreditation procedures.

In summary, the instrument is to be:

1. designed by an outside agency.
2. designed for visiting team members as respondents.
3. designed with an external/internal orientation and structure for measurement of validity.
4. designed for test/retest use as well as split half analysis for measurement of reliability.
5. intended for continuous test/retest use and reliability measurement for the initial on-site visit through the biennial on-site visit, the full accreditation on-site visit and subsequent monitoring on-site visits.

6. designed to assess performance of each of the above listed visiting team member duties as they implicate the Association's initial eligibility criteria and standards, or accreditation contract elements and standards as appropriate, and the overall accreditation procedures of the NAPNSC.
- F. For the interim period required for the development of the validity/reliability instrument described above, an instrument is provided for immediate and on-going assessment of validity and reliability (see pages 109-114 in the Appendix).
 - G. Submission of the completed instrument(s) for measurement of validity and reliability.
 - H. Submission of a written report of the team member's specific assigned examination of the institution which has been prepared as input for the overall on-site visit report.

FINANCING THE VISIT

The institution is billed by the Office of the Executive Director just prior to the visit. The evaluation fee for Correspondent status or Candidate for Accreditation status is \$1500. The financial obligation of the institution for the evaluation visit is completely covered by this fee. The institution should not pay the hotel or other expenses of the team members (See Fees and Dues in Appendix - page 105).

THE REPORT OF THE INITIAL ON-SITE VISIT

Following the visit the evaluation report is prepared by the visiting team. The report usually will not be a lengthy document. The focus and format of the report will be on an assessment of the institution's planning and its current stage of development in terms of the eligibility standards within each of the nine (IX) initial criteria and on its potential for implementing the Association's instructional improvement process within from five to six years (in no case less than three (3) years).

Consequently, the evaluation team visit and its subsequent report of the visit should be of a frank and constructive nature. The time of the evaluators and that of the institution is wasted if the team glosses over or ignores problems. It should set forth the limitations and difficulties which the institution is experiencing, the institution's plans for overcoming them, and suggestions and recommendations of the team which may be of benefit to the institution during its further development. A report which indulges in bland, innocuous observations and non-constructive criticisms is of no help to the institution and serves no useful purpose. In the concluding portion of the on-site visit report a recommendation is to be made to the Commission for approval or denial of the institution's appli-

cation. The recommendation must be substantiated with a specific listing of strengths and/or weaknesses or deficiencies as determined by the visiting team.

The chairperson of the team assumes the responsibility for preparing the report. After consultation with the other team members, the chairperson forwards the draft of the report to the chief administrative officer of the institution for correction of factual errors only.

The chief administrative officer will have an opportunity to submit a written response to the judgments of the evaluation team. From the corrected draft, the chairperson prepares the report and forwards it to the Office of the Executive Director for duplication and distribution.

The Office of the Executive Director forwards copies of the report to the chief administrative officer of the institution. Wide distribution of the report within the campus community is strongly encouraged. At this point the chief administrative officer of the institution is invited to submit a written response to the report for use by the review committee.

Copies of the report are also forwarded to the members of the evaluating team and to each member of the Review Committee which is to consider the case. The chief administrative officer of the institution and other institutional representatives whom he may designate and a member of the visiting team, preferably

the chairperson, are invited to meet with the Committee to discuss the report. The Review Committee submits its recommendation to the Executive Board of the Commission. The Executive Board reviews the recommendation of the Review Committee and forwards its recommendation to the Board of Trustees of the Association for final action. The Office of the Executive Director then notifies the institution of the Association's decision with a specific statement of reasons for any adverse accrediting action and notice of the right to appeal such action.

During its preaccreditation period an institution is expected to engage in the process of institutional self-analysis which should culminate in a validated accreditation contract document. This document, when implemented and validated, will constitute the complete application for advancement to fully accredited status.

Institutions that have been granted Correspondent status or Candidate for Accreditation status are assessed an annual dues of \$250. Institutions that have been granted fully accredited status are assessed an annual dues of \$1500.

OPPORTUNITY FOR RECONSIDERATION

Institutions wishing to request reconsideration of Association decisions must file such requests not sooner than ten (10) days and not later than thirty (30) days following the meeting at which the action is taken. The request must represent official

action of the governing body of the institution concerned. A copy of the document describing this procedure may be obtained from the Office of the Executive Director (see Appendix - Page 102).

Materials which have been prepared by an applying institution as a supplement to the application documents and which have a bearing on the consideration or reconsideration of the application must be submitted to the Commission office no less than thirty (30) days in advance of the annual meeting or other meeting at which the application is scheduled for a review.

PRIVILEGES, OBLIGATIONS AND CHALLENGES FOR INSTITUTIONS
GRANTED CORRESPONDENT OR CANDIDATE FOR ACCREDITATION STATUS

Institutions that have been granted Correspondent or Candidate for Accreditation status must utilize one of the following statements as appropriate if they wish to describe the status publicly:

"Correspondent Status is a status of affiliation with an accrediting association which indicates that an institution is progressing toward but is not assured of Candidate for Accreditation status."

"Candidate for Accreditation status is a status of affiliation with an accrediting association which indicates that an institution has achieved initial recognition and is progressing toward but is not assured of accreditation."

The Annual Report

Institutions achieving the status of Correspondent or Candidate for Accreditation are required to file an annual report with the Commission office by May 15 of each year. This annual report should contain:

1. Current statistical information,
2. Developments in the areas of concern previously noted in the on-site visit report or by the Commission or its representatives,
3. (If Correspondent) Commentary on continuation towards full development of application documents and operation procedures in accordance with eligibility criteria and standards.
4. (If Candidate) Commentary on new programs, future plans, progress and other developments in accordance with the contract standards for the appropriate stage of the institution's preaccreditation period.

Note: The annual report should not be more than ten pages long.

Initiation of the Accreditation Contract

Institutions achieving the status of Candidate for Accreditation are required to begin development of an Accreditation Contract Document in accordance with the elements and standards as outlined in Section 3 of this handbook.

Annual Dues

Annual dues are assessed institutions that have been granted either Correspondent or Candidate status. Annual dues for either status are \$250.

The Biennial Visit

Institutions achieving the status of Correspondent or Candidate for Accreditation are required to have an on-site visit every two years during the preaccreditation period. The evaluation fee for the biennial visit is \$1000. The evaluation team prepares a biennial visit report of its assessment of the institution's actual development and operation in relation to its accreditation contract and the appropriate stage of contract standards (if Candidate) or in relation to its application documents and the eligibility criteria and standards (if Correspondent). The biennial visit report is to be considered by the Commission or an appropriate committee of the Commission.

Consultants will be available on a fee basis to assist institutions as they progress toward accreditation.

Candidate for Accreditation status is limited to a maximum of eight (8) years provided that the annual institutional reports and the biennial evaluation reports indicate that the institution is progressing satisfactorily toward accreditation. The Commission reserves the right to remove an institution from the list of Correspondents or Candidates for Accreditation after due notice and due process.

NOTE: This section is intended to provide an overview of the procedures and processes to be followed by an institution seeking either Correspondent or Candidate status with the Association. It is recognized that every institution is unique and, therefore, the information provided herein will need to be supplemented through contact with the Office of the Executive Director. Inquiries should be addressed to the Executive Director, Commission on Postsecondary Education, National Association of Private, Nontraditional Schools and Colleges, 1129 Colorado Avenue, Suite 320, Grand Junction, Colorado, 81501, telephone (303) 243-5441.

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THE PREACCREDITATION PLANNING DOCUMENT

In an attempt to meet the needs of a wide variety of post-secondary institutions, the Association does not utilize a detailed application form. Instead, the following ten items are to be addressed by the applicant institution. Since the application constitutes a planning document for institutional and Commission use, the projections for each five years should be realistic. The annual reports provide an opportunity to revise the original document where necessary. The biennial visitation teams will be provided with the original application documents, on-site visit report, response to the report and annual reports in order to evaluate the institution's progress toward accreditation.

Supportive documentation can be kept at the institution for review by the evaluation team.

PLANNING DOCUMENT FORMAT

- I. Describe the current purposes and objectives of the institution. Indicate changes and modifications of objectives over the next five years.
- II. Describe the clientele and constituency served. Project enrollment patterns and distribution over the next five years. Specify assumptions upon which development is predicted.
- III. Describe the current evaluation procedures employed to assess institutional effectiveness. Project the means by which the institution will assess institutional performance and achievement of objectives over the next five years.
- IV. Describe the current educational program. relate educational program to institutional objectives and constituency. Indicate the development of the curriculum over the next five years.
- V. Describe the current financial resources. Indicate the financial base of the institution. Relate funding to institutional growth and development over the next five years.
- VI. Describe the personnel who staff the enterprise. Indicate plans for staffing the educational program and supportive services over the next five years. Relate personnel to institutional growth and development.

- VII. Describe the current plant and physical resources. Project the development of physical plant over the next five years.
- VIII. Describe the current Library or Learning Resources. Project the development of these resources over the next five years.
- IX. Describe the institution's organization and decision-making procedures. Relate to institutional growth and development over the next five years.
- X. Describe the problems confronting institutional development and plans to overcome them. Project limitations and anticipated problem areas. Describe how the institution may resolve these situations.

SECTION 2

THE SCOPE AND PURPOSE OF ACCREDITATION BY CONTRACT

What is Accreditation by Contract?

Accreditation by contract is an accrediting process which blends the excellence of standards, traditionally employed to determine whether or not institutions are operating at basic levels of quality, with newer, more imaginative, evaluative techniques which place a stronger than normal emphasis on institutional results, or learning outcomes.

The key to contract accreditation is the development and implementation of an action plan which calls for continuous assessment of the institution's quality and effectiveness in terms of its measurable results. In addition, each member institution is required to satisfy the minimum standards and eligibility criteria set by the Association. Under the newer format, a preaccreditation status is granted when applying institutions are found to be in compliance with the standards and criteria. Advancement to fully accredited status may be requested, usually within three to five years, when the institution's long-range plan for educational improvement and evaluation has been developed and implemented. The written plan, together with a self-study addressing the standards and criteria, and a letter of intent to seek full accreditation constitute the major part of the application.

Upon approval of the Association, the institution and the Association enter into an agreement known as a contract of accred-

itation in which the institution agrees to maintain a basic level of quality in terms of the standards and criteria of the Association; and in addition, demonstrates a satisfactory level of performance in terms of its measureable results or learning outcomes. Such outcomes are based upon the accomplishment of specific instructional objectives, developed by the institution for each of its offerings and included in its contract with the Association.

Institutions granted accreditation must file an annual written report and have an on-site visit every four years for reaccreditation purposes.

This unique accreditation process offers new or developing institutions an opportunity to establish a formal preaccreditation affiliation with the Association initially, while working toward accreditation.

The action plan, developed during the institution's preaccreditation period and required for advancement to accredited status, includes:

1. Statement of institutional goals;
2. Specific performance objectives for each offering;
3. Statement of activities designed to attain the stated objectives;
4. Statement of performance levels acceptable as satisfactory evidence of accomplishment; and

5. Evaluation plan designed to assess institutional effectiveness as measured against the learning outcomes of students in terms of the instructional objectives of the various offerings.

The focus is on the maintenance of the qualitative aspects of education in addition to the quantitative standards. The process involves the meeting of minimal standards and places a balanced importance on the accomplishment of self-developed objectives, acceptable to the Association, which reflect the needs, aspirations and capabilities of the institution's clientele and the institution.

Characteristics

The action plan, which is the heart of accreditation by contract, has been characterized as comprehensive, continuous, and long-range.

To be comprehensive, educational planning must first be based upon broad and intensive institutional-constituency involvement. What parents, students, faculty and staff, board members and concerned citizens say about quality education is crucial in the development of any contract-accreditation plan. Second, to develop, implement and evaluate a comprehensive plan for quality education, the interrelationship and interdependence of every educational need, goal, objective, program, offering, practice,

service, and resource must be thoroughly studied and questioned. The following list of representative questions is provided as the approach to comprehensive educational planning which shall be utilized or revised. The interrelationship of such questions, individually and as groups, is perceived as crucial.

BASIC ELEMENTS OF AN ACCREDITATION CONTRACT DOCUMENT

1. What Students Are To Be Served?
2. What Are the Educational Needs of Those Students?
3. What Are the General Institutional Goals?
4. What Programs, Practices, and Services Are Necessary?
5. What Are the General Goals of Each Program as Related to Institutional Goals?
6. What Are the Specific Measurable Objectives of Each Offering Within Each Program?
 - A. What Knowledge?
 - B. What Skills?
 - C. What Attitudes?
7. How Do the Specific Objectives Relate to the Program Goals?
8. What Resources?
 - A. What Kinds or Types, and to What Extent of Additional or Outside Involvement?
 - B. What Personnel?
 - C. What Facilities?
 - D. What Funding?
9. How Evaluated?
 - A. What Standard of Accomplishment?
 1. All Students All Objectives?
 2. Majority of Students All Objectives?
 3. Majority of Students Majority of Objectives?
 - B. What Level of Proficiency or Competency?
 - C. What Level of Expenditure is Deemed Desirable for Each Program?

In summary, institutional goals and student needs should be identified by broad and intensive institution-constituency involvement. Programs should be planned to accomplish the established institutional goals or goals should be reduced if resources will obviously not permit programs to cover the full

spectrum of identified goals. After the goals of each program have been identified, offerings should be planned and specific measurable objectives developed to accomplish the goals of the various programs. Operational and administrative procedures, practices, and services should be designed to attain these objectives, and all available institutional-constituency resources should be utilized to support these activities. The evaluation component should be designed to provide the type of hard data needed to determine the extent of effectiveness of each program and offering in terms of accomplished specific objectives. Constant attention to the interrelationship and interdependence of means and ends is the essence of comprehensive planning.

Planning is continuous when a series of appraisal checkpoints is built into the plan to insure that the means selected are achieving the ends desired. These checkpoints should be built in (1) during the identification of needs, goals and objectives, (2) during the development of an action plan to meet those needs, (3) during the implementation of the plan, and (4) during the evaluation of the learning outcomes which result. Continuous planning is a matter of constantly double-checking--to determine if in fact the "foot-bone" (resources) is connected to the "leg-bone" (programs, practices and services) is connected to the "hip-bone" (specific objectives) is connected to the "chest-bone" (institutional and program goals) is connected to the "head-bone" (student needs). The evaluation component should be

designed to answer such crucial questions as: Were all voices heard in the identification of student needs? Does each statement relate directly to one or more of the identified needs? Has each goal, institutional and program, been restated in terms of specific, measurable objectives? Have all programs, practices, and services of the institution been directly related to these objectives? Are all available resources being used most effectively to support the plan? Are objectives being accomplished and to what extent? Are corrective revisions necessary to improve the plan? The essence of continuous planning is continuous evaluation.

Long-range planning is usually considered to be for a period of at least five years. This might consist of two years in Correspondent status and three years in Candidate for Accreditation status or five years in Candidate for Accreditation status if Correspondent status was by-passed. More exactly, whether or not a plan is long-range or short-range depends upon the purpose for which it was designed. A five-year plan for a particular building program would be short-range planning; ten to twenty years would be more appropriate. A ten-year plan for expanding the supporting services of an institution would appear to be overly long; five years would be more appropriate. By planning ahead for a sufficient amount of time, much desirable change can be brought about and much undesirable change can be prevented. In education, planning only one year at a

time encourages day-to-day brush fire tactics and crash programs. A five-year plan, updated one year each year, provides an operational guide for each of its successive years and a systematic way of coping with the inevitability and acceleration of change. Educational improvement is a process of both conservation and change. A change without conservation may be a change from nothing to nothing. Taking the necessary steps on time is the essence of constructive long-range planning.

WHAT IS THE PURPOSE OF ACCREDITATION BY CONTRACT?

Better education through better planning is the purpose central to accreditation by contract. More specifically, accreditation by contract is proposed as:

1. A way to individualize accreditation by basing it on the particular needs of the students served by each institution.
2. A way to implement comprehensive, continuous, long-range planning by establishing specific faculty and staff responsibilities and institution-wide procedures.
3. A way to make the best possible use of all available resources by better relating (a) institution and constituency; (b) needs, goals, and objectives; (c) programs, practices, and services; (d) program planning and budgeting; (e) inputs, processes, outcomes; and (f) cost-effectiveness of programs.

4. A way to determine results by establishing measurable objectives.
5. A way to take timely action by charting a long-range operational plan of who is to do what at what time.
6. A way to demonstrate the quality of programs maintained by the institution for the benefit and protection of the public interest.

SECTION 3

STANDARDS FOR THE DEVELOPMENT AND APPROVAL OF AN ACCREDITATION CONTRACT

Institutions which have met the eligibility criteria and standards and have thereby been granted the preaccreditation status of Recognized Candidate for Accreditation in the National Association of Private, Nontraditional Schools and Colleges are required to begin the development of their accreditation contract document. The minimum preaccreditation period of three (3) years affords a schedule for contract assessment in three annual stages of development. The qualities of the developing institution which must be represented in the contract document as present, standard realities of that institution are outlined in three annual stages as follows:

STANDARDS FOR CONTRACT DOCUMENT DEVELOPMENT:

First Year of Preaccreditation

1. What Students Are to be Served?

The institution must provide the following information regarding the students who are presently being served:

- A. Provide a profile of age range and age groupings of the institution's present student clientele.
- B. Provide a geographical distribution profile of the present student body including city, state and/or nation of current residence.
- C. Characterize the institution's present student body as to:

- (1) level of education
- (2) kind of education
- (3) past and present occupations

2. What are the Educational Needs of those Students?

The institution must clearly outline the educational needs of the students identified and presently being served as follows:

- A. Survey vocational and avocational interests, aspirations and aptitudes of the student clientele.
- B. Survey and acknowledge the prevailing business, professional or vocational-technical job market as well as projected changes in these fields as they might affect the educational needs of students.
- C. Determine the amounts and kinds of program structure, flexibility and procedure through which the identified student body can most effectively learn.
- D. Determine the most effective kinds of instruction and learning assessment.
- E. Determine the institutional accommodations required to avail the needed education in accordance with the varying life styles, learning styles, age, place of residence, and family or employment responsibilities.
- F. Determine the optimum combinations of independent study and group instruction for the students served.

G. Determine the optimum availability of both material and human learning resources.

4. What Programs, Practices and Services are Necessary?

The institution must provide a definitive and detailed outline of the programs, practices and services that are presently being implemented in order to realize its general institutional goals as follows:

- A. Indicate the degree levels and define the academic scope of all programs that are required and currently provided.
- B. Describe the teaching-learning practices and activities that are peculiar to each program implemented.
- C. Describe the student services that are presently provided to facilitate the institutional goals, such as:
 - (1) transcript evaluation
 - (2) maintenance of student records
 - (3) sending of transcripts
 - (4) procuring or recommending living quarters to students if needed
 - (5) placement
 - (6) student orientation
 - (7) food services
 - (8) health services
 - (9) student insurance
 - (10) legal services
 - (11) alumni information

5. What Are the General Goals of Each Program as Related to Institutional Goals?

This question requires that each program offered be examined and related to the mission of the institution in terms of general goals. The response must include:

- A. Systematic reference for the relation of the goals of each program offered to specific occupational and professional areas or specializations for which the given program prepares a student academically.
- B. Systematic presentation of those goals of general academic competency in which persons completing each given program are expected to have adequate knowledge and skill.
- C. A systematic accounting of the required procedures for attainment of goals in each academic program.

STANDARDS FOR CONTRACT DOCUMENT DEVELOPMENT:

Second Year of Preaccreditation

6. What Are the Specific Measureable Objectives of Each Offering Within Each Program?

The institution must present a comprehensive, logically structured hierarchy of measureable learning outcomes designed for each program offered in accordance with the following classification:

- A. What knowledge?
 - (1) Present an aggregate of knowledge and related learning outcomes (cognitive) required in each program offered.

- (2) Classify each knowledge outcome as to the specific cognitive performance required and a qualification of the selected, representative condition(s) expected or possible to prevail during the rendering of that performance.

B. What skills?

- (1) Present an aggregate of skills and related learning outcomes (psycho-motor) required in each program offered.
- (2) Classify each skill outcome as to the specific psycho-motor performance required and with a qualification of the selected, representative condition(s) expected or possible to prevail during the rendering of that performance.

C. What attitudes?

- (1) Present an aggregate of attitudes and related learning outcomes (affective) required or held to be desirable in each program offered.
- (2) Classify each attitudinal outcome as to the specific affective results that are regarded as desirable and enriching dimensions of learning and with qualifications of the conditions deemed likely to prevail during the occurrence of those affective results.

7. How Do the Specific Objectives Relate to the Program Goals?

This question requires that each specific measureable objective be examined and defended as being essential, related to and supportive of its respective general program goals. The response must include:

- A. Systematic reference for the relation of the specific objectives of each offering to the program goals pertaining to the occupational and professional areas or specializations for which the institution provides academic preparation.
- B. Systematic presentation of each specific measurable objective as an essential structural component of its respective academic program goal.
- C. Systematic defense of each specific measurable objective as to its compatibility with the required procedures for attainment of its respective program goal.

8. What Resources are Required?--What Resources are Presently Available?--What Resources are Needed?

A detailed, carefully researched accounting of all learning resources regarded as essential, those resources which have been obtained or arranged for current use, and those resources which have yet to be obtained, must be provided as follows:

- A. What kinds or types and to what extent of additional or outside involvement?
 - (1) Present a detailed, descriptive listing of the types of material, instructional, written and facility resources that are (a) essential, (b) that are presently available and in use, (c) that are yet to be provided.
 - (2) Present a descriptive listing of the kinds of resource persons that are (a) deemed essential,

(b) that are presently employed or otherwise retained for service to the student, (c) that are yet to be provided.

(3) Characterize each of the physical and human resources as categorized above by its geographical remoteness, proximity to or location within the institution's central administrative offices.

B. Who are the present personnel?

Provide an updated resume of each learning resource person presently associated with the institution including all fulltime, parttime, internal-external persons.

C. What are the present facilities?

Provide documentation of the ownership, lease, rental or otherwise arrangement of all administrative and learning facilities currently in use whether central, proximate to or remote from the controlling operation of the institution.

D. What is the present funding?

Provide a current audit of all income and expenditures entailed in the support of the human and physical resources presently in use. What funding is needed and/or anticipated but yet to be obtained?

STANDARDS FOR CONTRACT DOCUMENT DEVELOPMENT:

Third Year of Preaccreditation

9. How is the Institution's Educational Service to be Evaluated?

The institution must design and present a comprehensive system of assessment of its overall effectiveness as an educational enterprise at the postsecondary level. The evaluation system must be adequate to meet the institution's own perceived needs as well as adequate for approval by the Association.

A. What standard of accomplishment?

(1) All students all objectives?

Present a rationale for contending the unequivocal value of all objectives sufficient to justify attainment of all objectives by all students enrolled.

or

(2) Majority of students all objectives?

Present a rationale for the establishment of a given arbitrary majority percentage of enrolled students who must achieve all objectives in their given programs.

or

(3) Majority of students majority of objectives?

Present a rationale for the establishment of an arbitrary majority percentage of enrolled students who must achieve an established, arbitrary majority percentage of the objectives in their given programs.

B. What level of proficiency or competency is to be required?

- (1) The institution must present its present standard of competency, i.e., its own required quantitative measure of performance, as a specified component of each objective as approved in the second year of contract development.
- (2) Each objective's proficiency component is to be expressed as quantitative measure(s) that may account for such variables as:
 - (a) number of repetitions
 - (b) number or percent correct
 - (c) number or percent completed
 - (d) time required for completion
- (3) The institution may, in addition, have objectives for which there is a defensible requirement of total proficiency, i.e., the nature of the performance is such that nothing less than a 100% achievement would be acceptable.
- (4) For all proficiency levels established the institution must accept the responsibility of determining what is adequate to prepare the student academically for an intended occupation or profession. The institution must also accept the responsibility of determining what proficiency levels are adequate to prepare the student in a

manner that is commensurate with what a given degree is held to represent to the academic and/or professional-technical community.

- (5) The institution shall bear the responsibility of establishing, with its students, and for assessment by the Association's evaluating teams, the adequacy of ways and means by which students demonstrate the achievement of performance objectives for each degree program offered.
- (6) By this, the third and concluding phase of development of the Accreditation Contract Document, the institution must give evidence to validate unequivocally that the appropriate personnel are in the employ of the institution to enable it to achieve its institutional goals on a continuing basis. This evidence shall be provided for examination by the visiting team during the on-site visit for accreditation. The institution must demonstrate that it:
 - (a) provides full-time employment of sufficient stability and permanence to engender loyalty and allegiance of both professional and clerical staff to the institution.
 - (b) employs personnel in adequate numbers to achieve institutional goals.
 - (c) employs personnel with appropriate and adequate education, training, experience and competence for all levels of each academic or technical

program offered sufficient to achieve institutional goals and to facilitate learning outcomes of students.

- (d) designs an educationally defensible-logical balance of internal/external staff members so that the institution can in fact exercise control of its learning programs and standards without an undue preponderance of part-time, adjunct or external staff members as opposed to full-time internal staff members. This balance will, of course, vary in accordance with the overall institutional mode(s) of operation.
- (e) employs adequate and appropriate staff members for (1) each instructional and/or certification mode and for (2) curriculum and examination development and for (3) experiential learning assessment.

C. What level of expenditure is deemed desirable for each program?

- (1) The institution must have established the minimum cost of each educational program sufficient to have determined which program components are most economically defensible in terms of both effectiveness and unit cost.
- (2) The cost/effectiveness ratio per program is expected to vary in accordance with the nature of the learning experiences to be provided by the institution.

- (3) The institution must present an academic program profile which represents empirically determined cost effectiveness.

* * * * *

Agreement to all standards, conditions, provisions and requirements as outlined for development of the accreditation contract document and for all other procedures inherent in the concept of accreditation by contract, is to be made by completion of the Accreditation Contract Agreement form following the granting of a pre-accreditation status (see Appendix - page 107).

* * * * *

The following section contains guidelines, examples and explanations which are provided to assist in the development of the accreditation contract document.

SECTION 4

PROCEDURES FOR DEVELOPING AN ACCREDITATION CONTRACT DOCUMENT

What Are the Basic Steps?

Contracts should be individually designed to recognize differences in needs, philosophies, missions, organizational structures, and resources existing among individual institutions. However, certain basic steps leading to the development of the accreditation contract document are common.

BASIC STEPS OF ACCREDITATION BY CONTRACT

WHAT?	HOW?	WHO?
1. Commitment	Letter of Intent	Governing Board and Chief Administrative Officer
2. Application for Appropriate Preaccreditation Status	Planning Document Copy of Charter (if private) Copies of Catalog (if available) Letter of Intent (if not previously submitted)	Administrative Staff and Faculty
3. On-Site Visit	Visiting Committee	Evaluators Appointed by the Association
4. Planning A. Where Are We? B. Where Do We Want To Be? C. How Do We Get There?	Identify Needs Establish Goal Priorities (Institutional Goals Inventory) Develop Programs and Objectives	Staff-Constituency Including faculty, students, parents, citizens and Board Members Faculty, Administration, and Consultants
5. Approval	Contract Document	Governing Board of Institution and Board of Directors of NAPNSC
6. Implementation	Management by Objectives	Institutional Staff
7. Evaluation	Continuous Application of Evaluation Design Written Annual Reports Biennial Visits	Institutional Staff Evaluators Assigned by NAPNSC
8. Revision & Up-Dating	Continuous with Annual Reporting	Institutional Staff

Step 1: Commitment The first step to be taken should be a letter of intent from the governing body of the institution to the Office of the Executive Director of the National Association of Private, Nontraditional Schools and Colleges indicating the institution's interest and desire to enter into the planning activities leading to accreditation by contract with the Association.

Step 2: Application for Preaccreditation Status Any eligible institution, accredited or non-accredited, may develop and submit an application for either Correspondent status or the status of Candidate for Accreditation, whichever is appropriate, to the Office of the Executive Director of the Association. The following documents constitute the application:

1. Twenty copies of the Correspondent or Candidate for Accreditation Planning Document compiled in accordance with the instructions provided. (Five additional copies of the Document should be held at the institution for later mailing to a Review Committee of the Association.)
2. Twenty-five copies of the institution's catalog, if such is available.
3. A "letter of intent" stating that the institution plans to seek "Accreditation By Contract" with the Association. This "letter of intent" should indicate that the board of control of the institution and its chief administrative officer have authorized the institution's application for the appropriate preaccreditation status.
4. If the institution is private, a copy of the Articles

of Incorporation, Charter, or any other document showing legal authorization to operate, from the appropriate governmental agency.

Before launching into the great variety of activities involved in developing the planning document, a pre-planning phase is necessary to decide how to go about those activities. Many people in many roles will be necessary. The institutional staff, students, and other representatives of the broad constituency will almost certainly have been involved in the decision of the board of control to participate in the contract accreditation program. If this has not been the case, the pre-planning stage is an excellent time for such consultation and involvement to begin. Immediate and continuous involvement of all segments of the institution's constituency is crucial in the development of long-range plans for educational improvement. Faculty, students, parents of students, administrators, board members, potential employers of students and graduates, and other interested and concerned citizens--all should be involved, representing every social, economic, racial and ethnic group of the constituency.

A coordinating or steering committee is usually given the responsibility for answering such pre-planning questions as:

1. What public information procedures will be necessary to bring about the involvement of all segments of the broad constituency?
2. What jobs will need to be done, and how will they be shared? A checklist or chart such as the following is only one of many possible ways of analyzing who needs

- to do what in developing an organizational structure.
3. Are any changes necessary in the present assignments of the staff? What outside consultant services may be desirable?
 4. Should assignments and committees be organized institution-wide, by divisions, departments, schools, colleges, or a combination of these?

The Planning Document should present the most accurate picture possible of the institution as presently operated together with indicated changes and modifications which are expected to occur during the next five years.

The focus of the application for Correspondent or Candidate status is on the institution's planning, its current stage of development, and on its potential for implementing the Association's Instructional Improvement Process during the next five to six years.

Granting an initial membership (Correspondent or Candidate) status on the basis of an institution's commitment to comprehensive, continuous, long-range planning is an innovative concept in the accreditation of higher educational institutions. The key to contract accreditation is the development, implementation and evaluation of an action plan for better meeting the educational needs of students. Under this new format, an appropriate membership status is granted when the final plan has been developed and entered into as a contract between the institution and the Association. The focus is on present, standard realities and

the requirements of the future, in addition to the standards of the past. The emphasis is changed from measuring quantitative inputs to measuring results as measured against minimal standards while striving for the attainment of self-developed objectives which reflect the needs, aspirations, and capabilities of the individual institution and the best thinking of its constituency.

In order for the Association to be of maximum benefit to the institution, it is imperative that the initial Planning Document presents a true and accurate assessment of where the institution actually is in its development.

Incomplete applications shall be returned to the institution along with all pertinent instructions for completion within 30 days of the date of receipt by the Association.

ORGANIZATION

What People, How Many, In What Combinations, Are Necessary For What Jobs?	Parents	Students	Teachers	Administrators	Board Members	Concerned Citizens	Other	Other
1. Express concerns about education								
2. Review concerns about education								
3. Provide facts about education								
4. Review facts about education								
5. Identify range of student needs								
6. Review range of student needs								
7. Establish priority of student needs								
8. Develop range of general goals for students								
9. Review range of general goals for students								
10. Establish priority of student goals								
11. Develop range of specific objectives for students								
12. Review range of specific objectives for students								
13. Establish priority of student objectives								
14. Develop alternative plans or "mixes" of --								
a. Curricular and cocurricular activities								
b. Teaching practices and management practices								
c. Supporting services for students, staff, and community								
d. Available resources of people, places, things, and dollars								
15. Review alternative plans								
16. Propose range of selected plans								
17. Complete the selection of operational plans								
18. Implement the plans								
19. Oversee the plans								
20. Make necessary adjustments								
21. Evaluate the results								
22. Report the results								
23. Improve the plan								
24. Other								

Step 3: On-Site Visit The purpose of the on-site visit is to allow the Association, through its representatives, an opportunity to observe the institution in operation, to determine the extent to which the institution's Planning Document coincides with actual practice, to identify any observed strengths, weaknesses, and potential problem areas which may have been overlooked by the planning committees, and to provide constructive input in the form of suggestions and recommendations into the long-range planning process.

The Association attempts to meet the needs of a wide variety of postsecondary institutions; consequently, information contained in the various documents of the Application assists the Association in determining the number of evaluators to be appointed, the expertise necessary for the composition of the visiting team and the selection and appointment of the visiting team members.

Within 90 days following the filing of a completed application by an eligible institution and the Association's formal acceptance of the same, a team of competent evaluators is appointed by the Association to make an on-site visit to the institution. This visit culminates in a written Report of the Visit which is utilized by the Review Committee and the Commission in formulating their recommendations to the Board of Trustees concerning the Association's action on the institution's application for a Correspondent or Candidate status. Further information concerning the On-Site Visit is contained in Section I of this

handbook entitled Program for Institutions of Higher Education Seeking Membership in the National Association of Private, Non-traditional Schools & Colleges as Provided by the Commission on Postsecondary Education.

Step 4: Planning the Contract Document The major steps of developing a plan of action can be analyzed as follows:

PLANNING

A. Analysis of Problem		B. Development of Solutions	
Where Are We?	Where Do We Want To Go?	How Do We Get There?	How Will We Know?

The first half of the planning procedure is to analyze the problem. Before developing a solution to any problem, the problem or needs should be thoroughly analyzed. Needs can be defined as the difference or distance between (1) where we are and (2) where we would like to be. Once this difference is determined, solutions can be developed for closing the gap.

The second half of the planning procedure is to develop a solution to the problem. Once the problem or need has been identified, the development of a solution is a matter of deciding upon (1) ways to close the gap as well as (2) ways to measure the extent to which the gap is being closed.

A. Where Are We? Where Do We Want To Go?

The first step in educational planning is to analyze both the present status and the future aspirations of the given institution.

Looking at where one is in the light of where one would like to be and vice versa are mutually helpful ways of analyzing the problem. Analyzing the facts about where one is can bring to light previously undiscovered student needs and therefore necessitates a change of goals and objectives. Analyzing concerns about where one wants to go can make apparent the necessity for collecting facts about the present which were not previously considered important.

The educational hopes and aspirations of a constituency are likely to be as varied as the groups involved, i.e., parent, student, faculty, administrator, board member, concerned citizen. The students' goals for themselves and the parents' goals for their children do not always coincide. The parent's goals for the student and the professor's goals for the student may not coincide. The hopes and aspirations of parent, student, professor, employer, etc., their concerns and their beliefs about what education should mean and do for students can be determined by a variety of fact-finding and opinion surveys.

At this point planners have a choice of the order in which they wish to take the following steps. The choice is more a matter of emphasis than it is an either/or decision.

1. The institution can choose to ask first "Where Are We" and study the basic facts about students, constituency and institution.

2. Or, the institution can choose to ask first "Where Do We Want to Go" and poll constituency opinion about educational needs and educational goals. (The Institutional Goals Inventory available through the Educational Testing Services is a valuable instrument for determining goal priorities.)
3. Or, the institution can choose to combine these two steps by constantly checking future aspirations against present facts and vice versa.

Starting with the emphasis on future aspirations or goals stimulates a fresh, sky-is-the-limit approach; starting with an emphasis on the present tends to make it difficult to free oneself from the bonds of the status quo.

The advantages are mixed. The logical first step is to start with the facts about the present. A psychological "first" step would be to start with aspirations about the future. Fortunately, in practice, the two approaches tend to merge. Facts about the present soon become the basis of projections about the future, and aspirations for the future begin with concerns about present needs.

1. Student Needs and Goals Analysis

Goals are derived from the felt needs that people have. Completion of the following charts on student needs and student goals is suggested as a way to analyze the similarities and differences of opinion expressed by the participating groups.

The Institutional Goals Inventory was developed by and may be purchased from the Educational Testing Service and is considered an excellent tool to help college constituencies delineate goals and establish priorities among them. The instrument does not tell institutions what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberating toward final definition of institutional goals.

The Inventory was designed to embrace possible goals of all types of American postsecondary institutions--universities, church-related colleges, junior/community colleges, etc. Most of the goal statements in the Inventory refer to what may be thought of as "output" or "outcome" goals--substantive objectives colleges may seek to achieve (e.g., qualities of graduating students, research emphasis, kinds of public service). Statements toward the end of the instrument relate to "process" goals--goals having to do with campus climate and the educational process. Results will be summarized for groups--faculty, students, trustees, potential employers, etc. The Inventory is intended to be completely confidential and in no instance will responses of individuals be reported.

The pattern of goals which emerges will provide a framework for arriving at a consensus about common major goals and any associated sub-goals. Such a graphic summary will also facilitate the analysis of goals and sub-goals for purposes of

putting them in priority order. These proposed goals and their order of priority should then be considered tentative until thoroughly checked against factual surveys of student and constituency needs and further checked as information about present institutional programs, staffing, facilities, and finance is compiled. It is likely that as facts are analyzed, it will be necessary to revise certain goal statements, to combine or add others, and to change the order of priority. Until all the facts about student, constituency, and institution have been weighed, the proposed goals should be considered tentative and subject to revision.

2. Quality Education Analysis

Before taking up the more quantifiable facts about students, constituency, programs, staff, facilities, and finance, three areas which are basic to the quality of an educational system need attention. The three areas are (1) institutional policies and practices, (2) instructional practices, and (3) program management practices. More specifically, the quality of an educational system depends upon (1) an environment which encourages learning, (2) the faculty's performance in facilitating the learning process, and (3) the administration's and faculty's skill in program planning and evaluation. Using the right approach, with the right student, at the right time is the ultimate measure of quality education. Although quality is extremely difficult to measure, a range of practices can be observed in each of the three areas mentioned.

- (1) Institutional Policies and Practices To what extent do present institutional policies and practices encourage such personal and social qualities as self-confidence, self-discipline, and self-direction? In view of proposed future goals, will changes in practice be necessary?

To what extent do these policies and practices emphasize--physical, emotional, social and cultural development; democratic student and staff relationships; student leadership and service; student involvement in school planning?

To what extent do institutional policies and practices emphasize--skills of inquiry and critical judgment; creativity and constructive use of leisure time; student out-of-school achievements?

What provisions are there for--students with learning disabilities; students with special abilities, aptitudes and interests; employed youth?

What provisions are there for--individualized diagnosis of student needs; individualized instruction; individualized learning activities; individualized student use of materials and equipment; and individualized student-professor relationships?

What curriculum provisions are there for--exploratory studies in depth; and inter-disciplined studies;

for on-the-job training; summer programs; continuing education programs; off-campus credit; and credit by examination; etc.?

What provisions are there for--attendance services; financial aid services; career guidance services?

- (2) Instructional Practices To what extent does the institution have flexible instructional practices appropriate to the learning process? Again, in view of proposed future goals, will changes in present practices be necessary?

What are the principal methods of instruction? What methods are desirable?

Lecture	Student demonstrations
Drill	Problem solving activities
Teacher questions	Individual projects
Student questions	Group projects
Teacher answers	Experimentation
Student answers	Laboratory work
Teacher-led discussions	Shop work
Student-led discussions	Field trips
Teacher demonstrations	Field experience
On-the-job training	Independent study (on and/or off campus)

What are the principal student-teacher contacts?

Single teacher	Television course
Team teaching	Self-teaching device
Small group (10 or less)	Aide supervision
Large group (30 or more)	Student supervision
Sequence of teachers	On-the-job supervision
Correspondence course	Individual advisement

What are the principal instructional materials?

Basic text	Newspapers, magazines
Workbooks	Teacher prepared materials
Multiple texts	Audio-visual materials
Library references	Programmed materials
Guided research	

- (3) Program Management Practices To what extent do present program management practices include the following:
Will changes be necessary? What changes?

Institution-constituency planning; institution-home planning; institution-student planning; administrator-staff planning; teacher-teacher planning; teacher-student planning; student-student planning; school-school planning?

Coordination with community college or four-year colleges; with such related agencies as health and welfare, employment, law enforcement, and recreation?

Assigned responsibilities for planning and evaluation? Designated procedures for planning and evaluation?

Formal procedures for:

- Maintaining an institution-wide information base?
- Identifying problems and educational needs?
- Establishing priorities of goals and objectives?
- Developing and improving programs?
- Evaluating programs?
- Reporting results?

Staff development programs for:

- Understanding student attitudes?
- Diagnosing student learning difficulties?
- Planning learning activities?
- Correlating activities in curricular and co-curricular areas?
- Evaluating learning outcomes?

ANALYSIS OF PRESENT CURRICULAR OFFERINGS
AS RELATED TO IDENTIFIED GOALS AND OBJECTIVES

CURRICULAR PROGRAMS	A. Goal No. 1			B. Goal No. 2			C. Goal No. 3			Continue a complete listing of identified goals and the specific objectives for each
	Objective No. 1	Objective No. 2	Etc.	Objective No. 1	Objective No. 2	Objective No. 3	Objective No. 1	Objective No. 2	Objective No. 3	
Degrees Offered										
Academic Area										
1. Assoc. Degree										
2. Bachelor's										
3. Etc.										
4.										
Academic Area										
1.										
2.										
3.										
4.										

Checking a chart such as the above is one way of analyzing the existing educational offerings in terms of the identified goals and objectives of the institution. Under Curricular Programs, space should be provided for the listing of all degree programs currently offered, by Academic Areas. Such forms should be developed in such a manner as to provide the amount of space at the top to list the identified goals, in order of priority, and their objectives. In the spaces to the right of each degree listed and under the goals and objectives, a check mark should be placed to indicate the general goals and the objectives

currently supported by existing programs. The check mark entered in the proper space would indicate that the program so checked supports the goals and objectives under which it is entered.

The user may wish to subdivide the curricular program (the degree program) into specific course offerings and thus make a much more detailed analysis of the relationship of courses to programs and programs to the general institutional goals and specific objectives.

Relating present programs to desired goals and objectives may reveal ways to combine existing programs for greater cost-effectiveness. Such analysis may also refine further the proposed list of future goals and objectives and may reveal the need for revising certain existing programs, for dropping some, or for adding others. Consequently, such a chart can be used to analyze both present and future program requirements and both present and future goals and objectives--both where you are and where you want to go.

5. Staff Information Analysis

Without the appropriate number of the right people in the right place at the right time, the best intentioned programs cannot experience the desired level of cost-effectiveness. The following facts about assignments, work loads, turnover rates, and salaries are necessary for (1) analyzing the strengths and weaknesses of staffing present programs and (2) projecting the kinds

and numbers of personnel necessary to implement revised or new programs. For the most part, this section deals with the quantifiable aspects of staffing. For a qualitative as well as quantitative analysis, the findings of this section must be combined with the findings about staff practices treated in the previous section entitled "Quality Education".

STAFF ANALYSIS BY POSITION, LEVEL, RATIO, & EXPENDITURE
(Expand and modify as necessary)

	<u>Undergraduate</u>			<u>Graduate</u>		
	Number	Student Ratio	Combined Salaries	Number	Student Ratio	Combined Salaries
Administrative Staff _____ _____ _____ _____						
Instructional Staff By Programs: (Program) _____ _____ (Program) _____ _____ Etc. _____						
Supportive Staff _____ _____ _____						

TURNOVER RATE AND ANNUAL SALARY
BY POSITION AND LEVEL

Positions	<u>Undergraduate</u>		<u>Graduate</u>	
	No.	Turnover Rate	Annual Salary	
Administrative Staff				

Instructional Staff				

Supportive Staff				

STAFF EXPERIENCE AND EDUCATION

1. Years of experience in educational administration of chief administrative officer 1. _____
2. Highest degree held by chief administrative officer 2. _____
3. Major area of study of chief administrative officer 3. _____
4. Average number of years experience for administrative staff 4. _____
5. Percent of administrative staff having completed a graduate program in educational administration 5. _____
6. Percent of administrative staff having completed a doctoral program 6. _____
7. Average number of years experience of instructional staff 7. _____
8. Percent of instructional staff holding master's degree 8. _____
9. Percent of instructional staff holding earned doctorates 9. _____
10. Percent of administrative staff presently engaged in an advanced degree program 10. _____
11. Percent of instructional staff presently engaged in an advanced degree program 11. _____
12. Percent of instructional staff teaching the major part of their time in their major field 12. _____
13. Percent of total salary expenditure paid for administrative functions 13. _____
14. Percent of total salary expenditure paid for instructional functions 14. _____
15. Percent of total salary expenditure paid for supportive functions 15. _____

6. Facilities Information Analysis

Short and long-range planning necessitate careful analysis of present and projected space requirements. Present and projected instructional or supportive programs depend upon the availability of appropriate facilities which, in time, have major significance for budgeting. The following chart may suggest some requirements and/or solutions for needed short-range and/or long-range facility plans.

BUILDING ANALYSIS

Type of Space	Solution of Need				
	Not deemed Necessary	Satisfactory	Needed	Rental	Construction
Classroom					
Small-group areas					
Large-group areas					
Art rooms					
Music rooms					
Business Ed. rooms					
Home Economics					
Shop areas					
Laboratories					
Facilities for handicapped					
Library					
Audio-visual areas					
Independent study					
Outdoor Education					
Auditorium					
Gymnasium					
Cafeteria					
Student lounge					
Faculty lounge					
Book store					
Multi-purpose					
Administration offices					
Other:					

SUMMARY

The two questions "Where are we" and "Where do we want to go" should now be answered. Future goals, proposed tentatively at the outset, should have been checked against factual surveys of the broad constituency, current institutional practices, programs and resources. Priorities should have been established and goal statements should now be in their final form, ready for the development of implementation and evaluation plans. The factual analysis of institutional practices, programs, and resources will provide the basis for the development of those action plans necessary to bridge the gap between where the institution and its constituency finds itself and where it expects to go.

B. How Do We Get There? How Will We Know?

The institution which has decided to change its present educational destination or to reach its present destination by a new route will have to develop new plans or revise old plans to do so. New or revised goals for students will require new or revised plans to reach them. The development of plans is equally necessary if the decision is to retain present goals but to try to reach them by a different mix of institutional practices, programs, and resources. A change of educational goals for students or a change of approach by the staff will necessitate the development of new operational plans.

PROGRAM DEVELOPMENT

Goal statements are general in nature, expressing broad expectations about what education should mean and do for the student--for example: to help the student lead a rewarding and satisfying life; to help the student prepare for the world of work; to help the student understand man and society; to help the student understand himself; to help the student define problems and think for himself.

Because goal statements present such broad and general targets, it is difficult to "zero-in" on them. However, general goal areas can be subdivided into specific, measurable objectives which can be zeroed-in as measurable targets. The accuracy with which these specific targets are hit measures the extent to which the general goal is reached. Goals, then, are general statements; objectives are specific statements saying who is to do what, when and how well. Measurable objectives are the key to measuring student progress and evaluating programs.

Writing measurable objectives is made easier if a "formula" or set pattern is followed. One such formula is made up of the following five parts:

1. The Rationale: To achieve such and such an objective,
(To collect the full reward,)
2. The Performer: The individual, organization, or group,
(the bounty hunter,)

3. The Conditions: Under such and such "controlled" conditions, (without the aid of a second party,)
4. Performance: Will do such and such,
(will bring in Bad Bill,)
5. The Standards: Attainment to be measured by such and such standards. (dead or alive, by July 4, 1846.)

The objective may be put in two or more sentences to avoid awkwardness. The parts of the "formula" need not appear in any set order, though it is helpful to establish a pattern. Not all parts need to be stated in every instance; however, parts (2) The Performer, (4) The Performance, and (5) The Standards should always be included if the objective is to be measurable.

The verb or verbal expression in the performance statement (#4) is the key to stating an objective in observable, measurable terms. If performance is not directly or indirectly observable, it is not measurable. Following are two lists of contrasting verbs or verbal expressions. Those on the left are directly observable. Those on the right are not, by themselves, observable. For such verbs or verbal expressions to be observable, a modifying expression must be added--for example: He "is interested" in the subject as demonstrated by the number of questions he asked, the number of positive responses on an interest inventory, the number of articles and books he reads

about the subject, the extent to which he participates in class discussions about the subject, the extent to which he continues to study the subject on his own, etc.

Directly Observable

Indirectly Observable

Identify	Read, Write	Be interested, Have an interest in
Name	Add, Subtract	Appreciate, Be appreciative
State a rule	Weigh, Measure	Know, Be knowledgeable about
Distinguish	Give, Take	Understand, Have an understanding of
Demonstrate	Run, Jump	Be aware of, Have an awareness of
Apply a rule	Build, Paint	Be motivated to
Order	Smile, Frown	Be able to
Describe	Argue, Agree	Be capable of
Construct	Ask, Answer	Be satisfied with
Interpret	Join, Share	Think, See, Hear, Listen

(Suggested reference: Gronlund, Norman E., Stating Behavioral Objectives for Classroom Instruction. New York: Macmillan Co., 1970.)

The distinction between "goal" and "objective" is essential when developing implementation plans. Each general goal is subdivided into specific, measurable objectives. Plans are then designed to achieve those specific objectives. The interrelationship of goals, main objectives, and sub-objectives can be likened to a "ladder of means and ends."

MEANS-ENDS "LADDER"

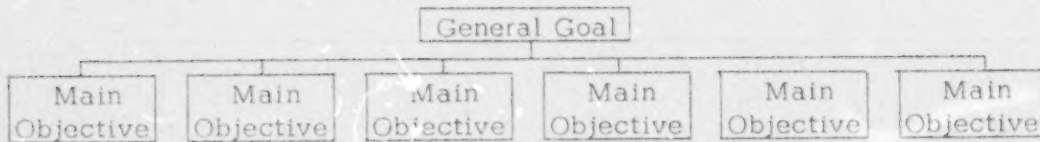
To accomplish Z,
Y must be done.

To accomplish Y,
X must be done.

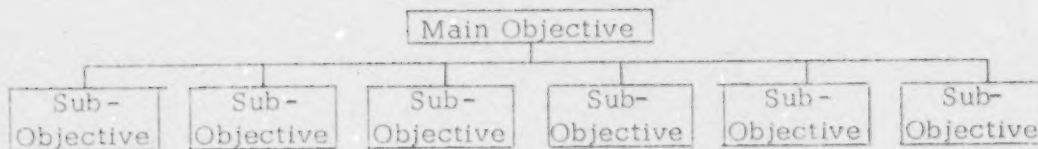
To accomplish X,
W must be done.

To accomplish W,
V must be done.

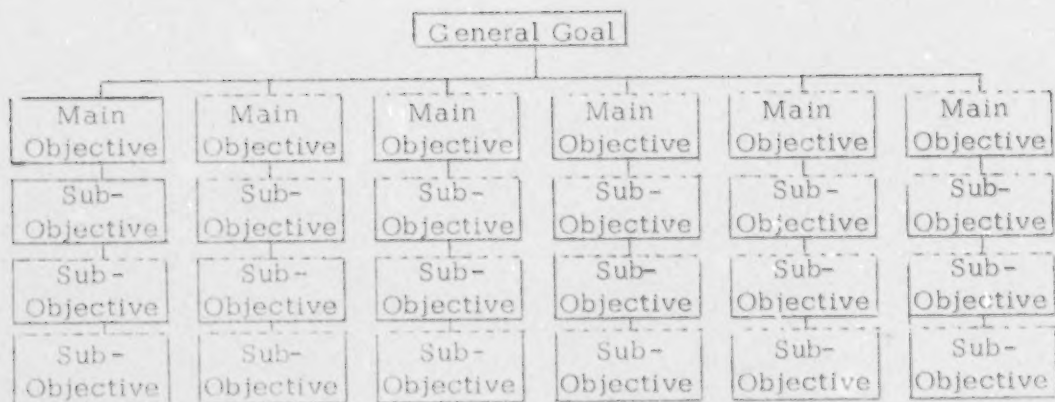
A general goal may be subdivided into one or more main objectives as follows:



In turn, main objectives can be subdivided into specific sub-objectives which contribute to the achievement of the main objective and should also be put in measurable terms.



Implementation plans consist of specifying what general goal is to be implemented by what main objectives which are to be implemented by what sub-objectives.



The development of such a ladder or ladders of means and ends applies equally to what must be accomplished by students and what must be accomplished by the staff to enable students to accomplish their objectives. For purposes of distinguishing between student objectives and staff objectives, two terms are suggested:

BEHAVIORAL OBJECTIVES for Students.
What students are expected to do
as evidence of attaining a stated goal.

OPERATIONAL OBJECTIVES for Staff.
What the staff is expected to do
to help students attain their objectives.

Listed below are examples of typical behavioral objectives for students. Note that all of the examples include specifics about how achievement is to be measured and that most of them include specifics about what level of achievement would be considered satisfactory. Particular levels of achievement designated in a progression of learning experiences will necessarily vary from one student to another and from one group of students to another. While the designation of a desired level of achievement is a crucial issue for educational decision-makers, the most important application of measuring attainment is that it guides the continuous progress of the least as well as the most capable student from one measurable objective to the next. The following are examples of behavioral objectives for students:

Given a reading selection and a list of incomplete sentences based upon it, the student will complete each sentence by filling in the appropriate detail from the selection.*

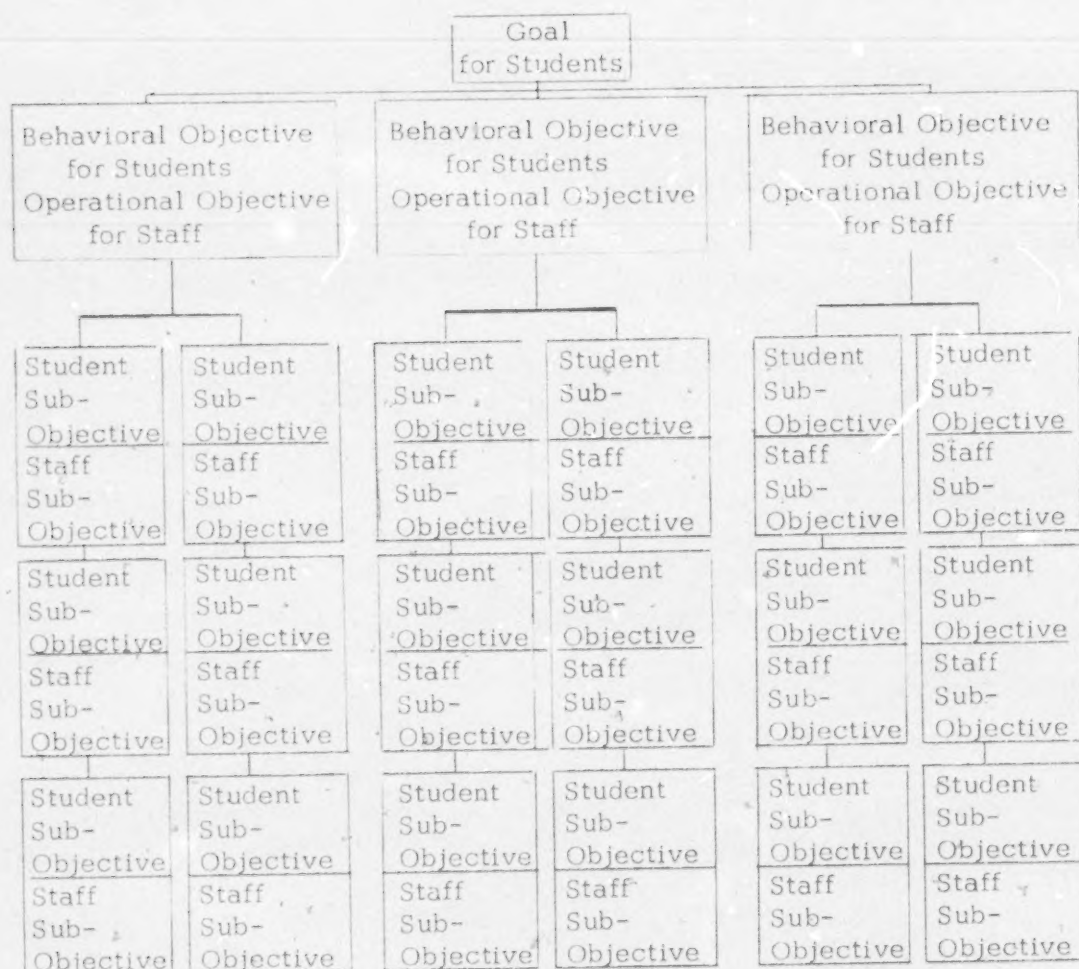
Given an instance in which man has altered his environment, the student will name positive and negative effects of the alteration.*

The following is an example of a typical operational objective for school staff members:

To keep programs current in terms of student needs, the faculty will develop specific objectives for each curricular offering of the institution within the next five years.

At every rung of the ladder of means and ends it should be asked, "If students are expected to do such and such, what should the staff be expected to do?" In terms of behavioral objectives for students and operational objectives for staff, the ladder or ladders of means and ends would look as follows:

*From Instructional Objectives Exchange, a project of The Center for the Study of Evaluation, Marvin C. Alkin, Director, UCLA Graduate School of Education, Los Angeles, CA 90024.



For example, to develop a plan to arrive at a designated goal for the student, the following checklist of questions could be asked and plans for appropriate staff actions be made. This approach can be used at any level of student development; however, the degree of sophistication would vary drastically from level to level.

STUDENT GOAL
(Course or Offering)

Behavioral Objectives for Students

1. What knowledge should be displayed by the student which would help him to achieve this goal?
2. What skills should the student be able to perform which would help him to achieve this goal?
3. What attitudes should the student evidence which would help him to achieve this goal?

Operational Objectives for Staff

1. What mix of existing and/or new instructional practices and learning activities would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
2. What mix of existing and/or new curricular offerings would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
3. What mix of existing and/or new cocurricular offerings and school-sponsored activities would be most appropriate for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
4. What mix of existing and/or new supportive services for students would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
5. What mix of existing and/or new supportive services for staff would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?

6. What mix of existing and/or new supportive services for the community would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?
7. For the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above, are there any changes necessary in existing policies, rules, regulations, or practices?
8. What mix of existing and/or new management practices would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?

SUMMARY

A plan is made up of a sequence of minor objectives designed to achieve a major objective. An objective is a selected, measurable target which can be scored. To be "hitable" and "scorable", each target or objective for student and staff should include specific identification of (1) who (the performer), (2) is to do what (the performance), and (3) how attainment is to be measured (the standards). All staff objectives--all actions taken in the areas of instructional and management practices, curricular and cocurricular offerings, supporting services, and institutional policies--are means to achieve the major objective. That major objective is a favorable behavioral change on the part of the student, dependent upon a favorable change of knowledge, skills, or attitudes. Being specific about the desired levels of attainment for students and staff

accomplishes two purposes: (1) it spells out "how we are to get from where we are to where we want to go" and (2) it specifies "how we will know" whether or not progress is being made. Measurable objectives for students and staff are thus built into the development of the action plan. They constitute the evaluation design for the plan.

EVALUATION DESIGN

Student evaluation is the process of gathering, recording, and interpreting data which will indicate the extent to which stated behavioral objectives for students have been attained. Staff evaluation is the process of gathering, recording, and interpreting data which will indicate the extent to which stated operational objectives for staff have been carried out.

Basically, it is programs that are evaluated, not students. Specifically, the extent to which a student succeeds or fails is a measure of the extent to which a given program has succeeded or failed for him. Programs and courses are successful when they help students to acquire the knowledge, skills, and attitudes necessary to meet their needs. When a course fails to meet student needs, it is more exact to say that the course has failed the student than it is to say that the student has failed the course.

Evaluation is a means for determining the extent to which desired results and actual results coincide. Each stated objective for

student and staff is an evaluation checkpoint for determining progress to that point. Checking the accomplishment of both intermediate and terminal objectives results in a system of continuous evaluation. Such continuous evaluation of student and staff performance provides the "feedback" necessary for making timely revision in the program to meet the needs of students.

Matching objectives and appropriate measurement techniques is a crucial decision for planners and evaluators. The examples of objectives given in these guidelines have involved direct observation of performance by students. This type of objective-referenced evaluation does not depend upon norms indicating the average or median achievement of the group concerned. Objective-referenced evaluation, often referred to as criterion-referenced evaluation, determines the "can-do" or "can't do" achievement of the individual or group being evaluated. Norm-referenced evaluation determines the average achievement of the group being evaluated, and the individual's score is then reported in relation to a national or local norm. A combination of objective-referenced and norm-referenced measurement can be used. In either case, evaluation depends upon establishing a standard of measurement for reporting and comparing gains or losses.

The number of evaluation techniques and instruments is extensive. The range of choices includes standardized achievement and apti-

tude tests to measure knowledge, skills, and abilities. To measure attitude and creativity, there are attitude scales, creativity scales, social interaction scales, motivation scales, personality inventories, and self-concept rating instruments. Other techniques for analyzing attitude and self-expression are word-association exercises, sentence completion, story completion, and role playing. Cumulative records, anecdotal records, case studies, individual group conferences, interviews, questionnaires, and opinion polls all have a part to play in evaluation. Surveys and follow-up studies of dropouts, job and college success, delinquent students, the number of students participating in cocurricular and school social events, truanancies, etc., also play a part in a comprehensive evaluation system. The method of measurement will vary depending upon the objective.

Again, student evaluation is the basis of program evaluation. Unless evaluation is used to further the student's educational achievement by improving existing programs or bringing about needed programs, it has not gone far enough. The evaluation design itself can be evaluated in terms of the extent to which it results in improved teaching-learning practices; curricular and cocurricular programs; supporting services for student, staff, and community; institutional policies and practices; and management practices. In turn, improvement in these operational areas is determined by the extent to which the student's achievement is improved and his educational needs are met.

APPROVAL

The questions "Where Are We", "Where Do We Want To Go", "How Do We Get There", and "How Will We Know" have been answered. Needs have been identified, goals and objectives have been selected, implementation programs have been developed, and evaluation procedures have been designed. The tasks necessary for developing a comprehensive, continuous, and long-range educational plan have been completed.

The elements of a contract document committing the institution to implementing the plan should now be drawn up by the institution in accordance with the standards for the beginning annual preaccreditation stage and submitted to the Office of the Executive Director, National Association of Private, Nontraditional Schools and Colleges. The Executive Director will be responsible for the Association's review of the contract document and its submission to the Commission on Postsecondary Education and the Board of Trustees. The designated accreditation-contract review committee will evaluate proposed contract documents on the basis of the following check list:

1. The extent of institutional-constituency involvement in the development of the improvement plan.
2. The thoroughness with which present needs were analyzed.
3. The thoroughness with which future goals and objectives were determined.

4. The thoroughness with which improvement plans were developed.
5. The thoroughness with which evaluation procedures were developed.

Agreement to the contract and the implementation-validation of the accreditation contract document's commitments at each of the annual preaccreditation stages constitute accreditation by contract.

IMPLEMENTATION

An action plan for educational improvement based upon specific, measurable objectives makes it possible to take timely action on the basis of measured progress toward these objectives. That is, a plan based upon measurable objectives makes it possible to manage the plan on the basis of these objectives. Management-by-objectives is at the heart of implementing the type of contractual plan for educational improvement proposed here. Each objective for student and staff constitutes a checkpoint for the implementation of the plan. In turn, the action taken at each checkpoint is dependent upon continuous feedback or evaluation concerning progress to that point. Continuous evaluation and management-by-objectives are therefore inseparable. Commitment to accreditation by contract is, then, a commitment to the implementation of planned educational improvement based on continuous evaluation and management by student and staff objectives.

THE ON-SITE VISIT FOR ACCREDITATION OR REACCREDITATION

The planning, procedures and report of the on-site visit for accreditation or reaccréditation are similar to those of the initial on-site visit (see pages 23 - 33). The on-site visit for accreditation is required for comprehensive validation of the candidate institution's full implementation of all elements and standards of the accreditation contract document. The team for this visit will require more members than did the initial visiting team in order to adequately assess the implementation of the institution's developed programs.

The visiting team for this on-site visit shall have access to the initial on-site visit report, the institutional response and all three stages of the accreditation contract document as well as all other documentation of the institution's developments including the annual reports.

Accredited status is granted initially for a period of five (5) years and is extended each year for an additional one-year period.

Such extensions are based upon a review of an annual written report prepared by the institution and submitted to the Commission.

STANDARDS FOR THE ANNUAL REPORT
FOLLOWING ACCREDITATION

Institutions that have achieved accreditation through the full implementation, validation and approval of all elements of their accreditation contract document are required to submit an annual report containing the following:

1. An itemized account of the institution's continued maintenance of all eligibility standards within the IX initial criteria for preaccreditation.
2. Specific, itemized commentary on new programs, changes, progress and other developments, each as they relate to the standards for the IX basic elements of the institution's approved accreditation contract document.
3. Current, vital statistical information reflecting the institution's growth, status and achievement of stated institutional goals.
4. A recent audit of the institution's overall financial condition.
5. A description of problems identified by the evaluation component of the institution's accreditation contract document.
6. Plans of the institution to overcome the identified problems.

An on-site visit to the accredited institution is conducted by a visiting team appointed by the Association every four (4) years to review the progress and performance, strengths, weak-

nesses, etc. Failure of the institution to implement and maintain the elements of its approved contract document will result in the institution being placed on probation, and ultimate loss of accreditation and membership in the Association.

Institutions that have been granted fully accredited status are assessed an annual dues of \$1,500.

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A P P E N D I X

NATIONAL ASSOCIATION OF PRIVATE, NONTRADITIONAL
SCHOOLS AND COLLEGES

POLICY GOVERNING
REQUESTS FOR RECONSIDERATION

1. An institution requesting reconsideration of decisions of the Association must file such request with the secretary of the Association not sooner than ten (10) days and not later than thirty (30) days following the meeting at which the action was taken. The request must represent official action of the governing body of the institution concerned. The basis for such requests shall be alleged bias, injustice, departure from established procedures or factual error sufficient to warrant reconsideration of the decision.
2. The request shall contain supporting evidence in writing including specific reasons for the request. All documentation deemed as essential substantiation of the reasons given shall be prepared and submitted with the request.
3. The secretary of the Association shall transmit a request for reconsideration to the Committee on Reconsideration of the Commission on Postsecondary Education.

This committee is appointed by the executive director of the Commission in accordance with the procedures of the Commission.

4. The Committee on Reconsideration shall consider the allegations of bias, injustice, departure from established procedure or factual error sufficient to warrant reconsideration of the decision and shall study the evidence submitted in writing by the institution in support of its request.
5. The Committee on Reconsideration shall also consider the report of the on-site evaluating team and the institution's response, the recommendations with supporting reasons given by the evaluating team, the report of the reviewing Committee of the Commission, the Recommendation of the Executive Board of the Commission and other pertinent materials.
6. The chief administrative officer or his representative of the institution shall have the right to appear before the committee on reconsideration.
7. The Committee on Reconsideration shall then submit to the Board of Trustees of the Association its report and recommendations for action together with supporting materials. The Board of Trustees of the Association, having considered the recommendations of the Committee and the supporting materials, shall take final action.

8. The chief administrative officer of the institution shall be supplied with the written decision of the Association including a statement of specifics as determined by the Committee on Reconsideration.
9. There shall be no change in accreditation status of the institution pending disposition of a request for reconsideration.

FEES AND DUES

Complete Institutional Evaluations
(All Levels)

Correspondent or Candidate Status	\$1,500.00
Initial Accreditation	3,000.00
Reaccreditation	3,000.00
Biennial Visits	1,000.00

Consultant Services

Each Consultant shall receive travel and per diem living expenses plus a per diem consultant's fee of	\$ 200.00
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Visiting Team Member Honorarium

Each team member shall receive travel and per diem living expenses plus a per visit fee of	\$ 100.00
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Annual Membership Dues
(All Levels)

Correspondent or Candidate Status	\$ 250.00
Accredited member	1,500.00

ACCREDITATION CONTRACT
between the
NATIONAL ASSOCIATION OF PRIVATE, NONTRADITIONAL
SCHOOLS AND COLLEGES
and the

WHEREAS, the above named institution has filed all necessary application documents required by the Association; has been evaluated by an on-site visiting team of qualified evaluators; and has been found to be in compliance with the eligibility criteria and standards of quality set by the Association, the Board of Trustees of the Association and the governing body of the institution have entered into this Accreditation Contract subject to the following terms and conditions:

TERMS

Level of Affiliation: _____
Number of years: _____ From _____ To _____
Date of Next Scheduled On-Site Visit _____

CONDITIONS

Failure of the institution to satisfy the requirements included herein and otherwise listed in Association publications shall be deemed as cause for an adverse accrediting action resulting in probation or suspension of the institution or termination of the institution's accreditation affiliation after proper notification and due process.

In compliance with the terms and conditions of this contract, the institution agrees to:

1. Maintain basic levels of quality in all programs offered in terms of the eligibility criteria and standards set by the Association for member institutions;
2. File all required written reports and/or annual reports on or before their respective due dates;
3. Demonstrate a satisfactory standard of performance in the institution's progress in the development and implementation of solutions to problems identified in written reports of on-site visits, annual reports, special hearings, etc.;
4. Demonstrate a satisfactory performance in the development of the institution's Accreditation Contract Document in terms of developmental schedules and standards as required by the Association and in accordance with the institution's level of affiliation;

5. Prepare and submit all required documents and reports and schedule on-site visits as prescribed by the Association for member institutions of the appropriate, respective level of affiliation as stated herein;
6. Conduct all activities of the institution, including but not limited to instructional and fiscal matters, in accordance with sound ethical practices which shall be in the best interest of the institution, its faculty and students, the Association, and the public at large;
7. Pay, on or before the due date, all membership dues, consultant or evaluation fees, and/or other funds which might be owed the Association;
8. Provide institutional representation, as requested by the Association on policy and decision making bodies of the Association and/or Commission on Postsecondary Education, standing committees, special committees; or at special hearings scheduled for or in regard to the institution.

This contract shall be entered into and shall be effective and binding on both parties from the _____ day of _____, 19____ to the expiration date, as shown herein, or until revoked for cause by the Association, after due notice and process; or cancelled by the institution by a written document signed by both the president and secretary of the official governing body of the institution.

Signed:

NATIONAL ASSOCIATION OF PRIVATE, NONTRADITIONAL SCHOOLS & COLLEGES

President

Secretary

President of Governing Body

Secretary of Governing Body

VALIDITY AND RELIABILITY ASSESSMENT

of

POLICIES, PROCEDURES, AND STANDARDS

Standards Committee of the
Commission on Postsecondary Education

National Association of Private, Nontraditional
Schools & Colleges

This form shall be completed by the visiting team, signed by each team member, and forwarded to the Executive Director of the Commission together with the team's Written Report of the Visit. It is recommended that this form be completed jointly by all members of the team, at some point near the close of the visit. The chief administrative officer in cooperation with the institution's accreditation steering committee shall also complete and submit this form.

Please rate each item as to how well it achieves its intended purpose (Validity = V) and how consistently that achievement is accounted for with each repeated performance by the Association (Reliability = R) within the given on-site visit of the institution.

Circle your rating of each item on a scale of 1 (lowest) to 5 (highest) and include any suggestions and/or recommendations concerning each item.

	<u>Validity</u>					<u>Reliability</u>				
POLICIES of the:										
Association	1	2	3	4	5	1	2	3	4	5
Commission	1	2	3	4	5	1	2	3	4	5

Recommendations _____

	<u>Validity</u>					<u>Reliability</u>				
PROCEDURES of the:										
Association	1	2	3	4	5	1	2	3	4	5
Commission	1	2	3	4	5	1	2	3	4	5

Recommendations _____

STANDARDS:

	<u>Validity</u>					<u>Reliability</u>				
A. Eligibility Criteria										
1. Formal Governmental Authority	1	2	3	4	5	1	2	3	4	5
2. Governing Board	1	2	3	4	5	1	2	3	4	5
3. Chief Administrative Officer	1	2	3	4	5	1	2	3	4	5
4. Educational Programs	1	2	3	4	5	1	2	3	4	5
5. General Education Requirements	1	2	3	4	5	1	2	3	4	5
6. Admission Policies	1	2	3	4	5	1	2	3	4	5
7. Basic Plan for Development	1	2	3	4	5	1	2	3	4	5
8. Adequate Financial Base and Fiscal Policy	1	2	3	4	5	1	2	3	4	5
9. Letter of Intent	1	2	3	4	5	1	2	3	4	5

Eligibility Criteria (continued)

Recommendations (Use additional sheets as needed)

B. Contract Document Development

1. First Year Standards

a. What Students are to be Served?

Validity Reliability

1 2 3 4 5 1 2 3 4 5

Recommendations _____

b. Educational Needs of Students

1 2 3 4 5 1 2 3 4 5

Recommendations _____

	<u>Validity</u>	<u>Reliability</u>
c. What Programs, Practices and Services are Necessary?	1 2 3 4 5	1 2 3 4 5

Recommendations _____

d. What Are the General Goals of Each Program as Related to Institutional Goals?	1 2 3 4 5	1 2 3 4 5
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Recommendations _____

2. Second Year Standards

a. Specific Measurable Objectives of Each Offering Within Each Program	1 2 3 4 5	1 2 3 4 5
(1) What Knowledge?	1 2 3 4 5	1 2 3 4 5
(2) What Skills?	1 2 3 4 5	1 2 3 4 5
(3) What Attitudes?	1 2 3 4 5	1 2 3 4 5

Recommendations _____

b. How Do Specific Objectives Relate to Program Goals?	1 2 3 4 5	1 2 3 4 5
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Recommendations _____

c. Resources Required--Available-- Needed

(1) What kinds or types and to what extent of additional or outside involvement?	1 2 3 4 5	1 2 3 4 5
(2) Who are the Present Personnel?	1 2 3 4 5	1 2 3 4 5
(3) What are the Present Facilities?	1 2 3 4 5	1 2 3 4 5
(4) What is the Present Funding?	1 2 3 4 5	1 2 3 4 5

Validity Reliability

Recommendations _____

2. Third Year Standards

a. How is the Institution's Educational
Service Evaluated? 1 2 3 4 5 1 2 3 4 5

Recommendations _____

(1) What Standard of
Accomplishment? 1 2 3 4 5 1 2 3 4 5

Recommendations _____

(2) What Level of Proficiency or
Competency is Required? 1 2 3 4 5 1 2 3 4 5

Recommendations _____

(3) What Level of Expenditure is Deemed
Desirable for Each
Program? 1 2 3 4 5 1 2 3 4 5

Recommendations _____

Institution Visited: _____

Dates of Visit: _____

Signatures of Visiting Team Members:

- * This instrument is presented by the Standards Committee for immediate and continued use by the Commission during the interim period required for ongoing development of additional instruments for assessment of validity and reliability as described in Section I of the Handbook on Accreditation.

LIST OF MEMBER INSTITUTIONS.

<u>Institution</u>	<u>Official Affiliation</u>
California Western University 888 N. Main St., Suite 902 Santa Ana, California 92701 (714) 547-9625	Recognized Candidate for Accreditation as of February 19, 1976 *February, 1978 (b)
Laurence University 26 West Mission Street Santa Barbara, California 93101 (805) 966-4811	Recognized Candidate for Accreditation as of January 29, 1976 *January, 1978 (b)
University of Sarasota 2080 Ringling Blvd. Sarasota, Florida 33577 (813) 955-4228	Recognized Candidate for Accreditation as of January 29, 1976 *January, 1978 (b)
Western Colorado University Box 2102 Grand Junction, Colorado 81501 (303) 245-3880	Recognized Candidate for Accreditation as of March 26, 1976 *March, 1978 (b)
Pacific States University 1516 South Western Ave. Los Angeles, California 90006 (213) 731-2383	Recognized Candidate for Accreditation as of February 10, 1977 *February, 1979 (b)
California Pacific University 920 Moreno Blvd. San Diego, California 92110 (714) 297-3880	Correspondent for Accreditation as of May , 1977 *May, 1979 (a)

*Date of the next currently scheduled review following the: (a) initial, (b) biennial, (c) accreditation, or (d) post-accreditation on-site visit.

The due date for the annual report from all member institutions is May 15.